

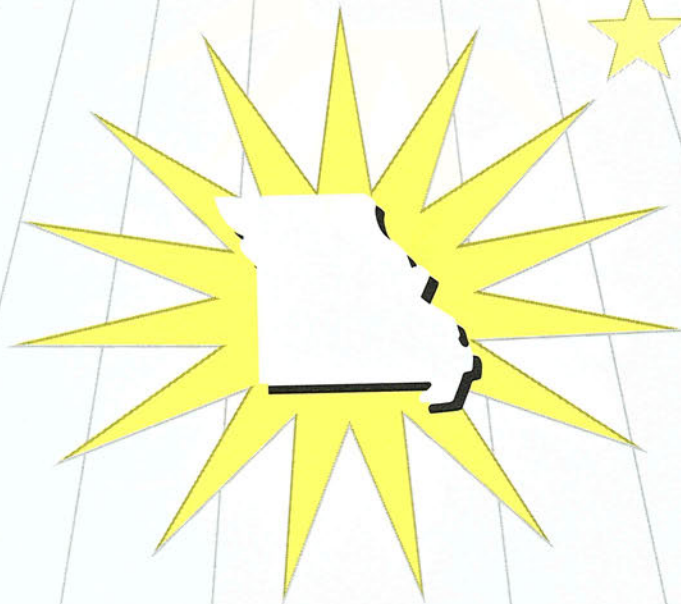
THE SHOW-ME PLAN



Mapping a Brighter Future

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THE SHOW-ME PLAN



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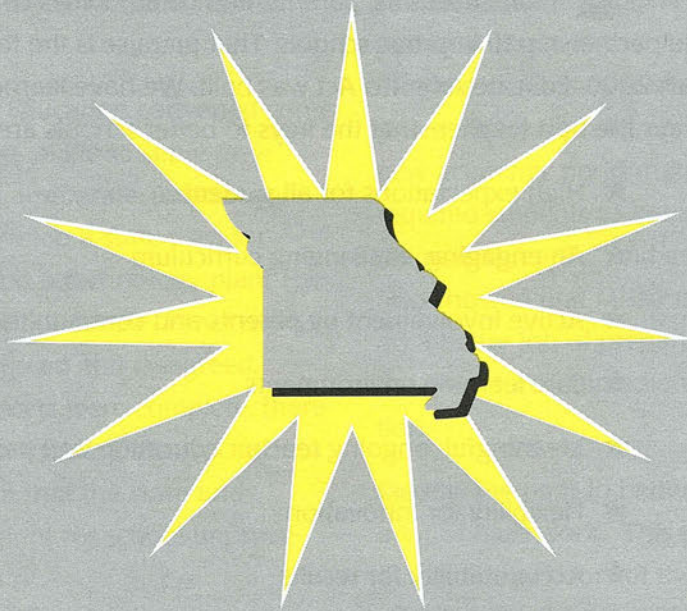
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THE SHOW-ME PLAN

Mapping a Brighter Future



Published by the Missouri State Board of Education

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Americans have engaged in many efforts to reform teaching and learning over the past 25 years. Some important successes have been achieved, but gains often were limited to individual schools or a single part of the system. Lasting, across-the-board improvement will depend on educators, parents, and communities coming together in a nationwide partnership to improve schools. That premise is the foundation upon which the Goals 2000: Educate America Act was built. We have learned from experience—always the best teacher—that the keys to better schools are:

- ★ High expectations for all students
- ★ An engaging, challenging curriculum
- ★ Active involvement by parents and communities
- ★ Safe learning environments
- ★ Meaningful, ongoing teacher education and professional development
- ★ Flexibility for innovation
- ★ Accountability for results

THE VISION

- ★ By the year 2000, education will be a top priority in Missouri.
- ★ All Missourians will be lifelong learners, enjoying the benefits of an education system that is equitable, accessible, flexible, inclusive, and responsive
- ★ Missourians will work together to improve the schools of today and to create the schools of tomorrow
- ★ High standards and expectations will challenge and inspire all learners to achieve their full potential
- ★ Schools and businesses will be partners in educating a work force to compete successfully in a global economy
- ★ Families, community agencies, and schools will work together to ensure that all children grow up in a healthy, safe, and secure environment
- ★ Parents will be active teaching partners with schools
- ★ Missouri schools will use the latest technology to complement teaching and learning
- ★ Educators will have continuous access to excellent training and professional development designed to improve student learning
- ★ Schools will be responsive and accountable to their constituencies

The Goals 2000 Act addresses these crucial elements in eight national education goals and presents states with an opportunity to strengthen and broaden their reform efforts by developing coordinated, flexible, grassroots-based education plans. Missouri has accepted the challenge.

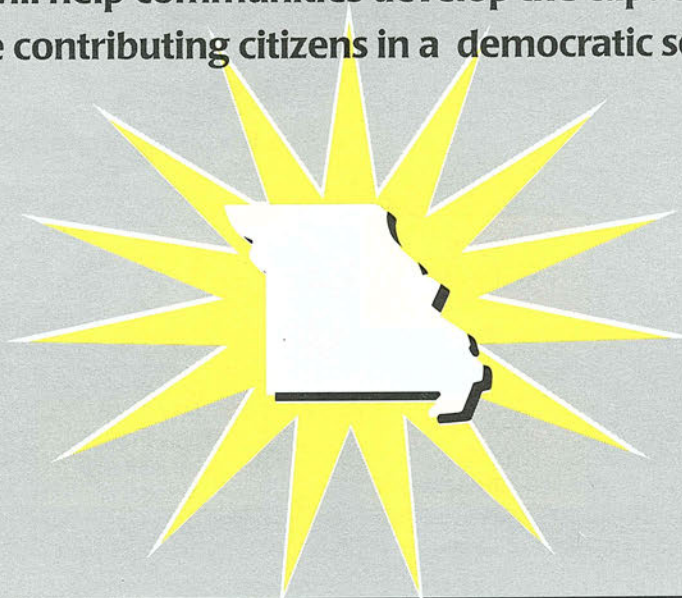
The Missouri State Board of Education convened concerned citizens from all walks of life to serve on a Goals 2000 State Panel and a separate Technology Task Force. They were to develop a state plan for educational improvement and a technology plan. The process was neither smooth, nor simple. Panel members argued and debated, agreed and disagreed. When the subcommittee reports were complete, there was a new challenge, that of molding the reports into a single, workable document that the state and schools could use as a blueprint for school improvement.

Public hearings were held, and more voices were heard. The public comments, both positive and negative, were encouraging for the simple reason that they all reflected genuine concern for children and a sincere desire to improve schools. A recent opinion poll by Attitude Research Company of St. Louis shows that Missourians overwhelmingly want schools to improve. More than 95 percent said that they favored new academic performance standards, provided they required students to know and use the basics—the traditional “three R’s” and essential living skills. The poll also showed that Missourians think schools need to do a better job of preparing students who will enter the work force immediately after high school graduation.

Clearly, the path to better schools will be paved with a lot of hard work. This plan, for example, represents thousands of hours of thought and effort by people of goodwill. Even so, it is not a conclusion. It is, in fact, just the beginning.

THE MISSION

The Missouri Goals 2000 State Panel will design a framework for educational excellence that will help communities develop the capacities of all learners to be contributing citizens in a democratic society.



BACKGROUND

Approximately one year before the Congress enacted the Goals 2000: Educate America Act (Goals 2000), Missouri enacted comprehensive educational reform legislation known as the Outstanding Schools Act (OSA). In addition to focusing on educational funding equity and adequacy, the OSA contains many provisions designed to stimulate systemic educational improvement.

Many of the major systemic improvement initiatives required to be implemented by the OSA closely parallel those contemplated by Goals 2000. A primary difference in the two statutes is that while the Goals 2000 legislation is voluntary on the part of states and school districts, the requirements described in the OSA are mandatory in Missouri. Initiatives addressed

under OSA and Goals 2000 are listed in the following chart:

OSA	GOALS 2000
Academic performance standards	Content and performance standards
Local adopted curriculum	State or local adopted curriculum
Statewide assessment system	Statewide assessment system
Professional development funding	Subgrants for professional development
Funding equity	Opportunity to learn standards
At-risk funding	Dropout prevention strategies
Increased parental involvement	Increased parental involvement
State planning groups	State planning groups
Technology grants	Grants for technology planning
A+ Schools	Integration of academic and vocational education

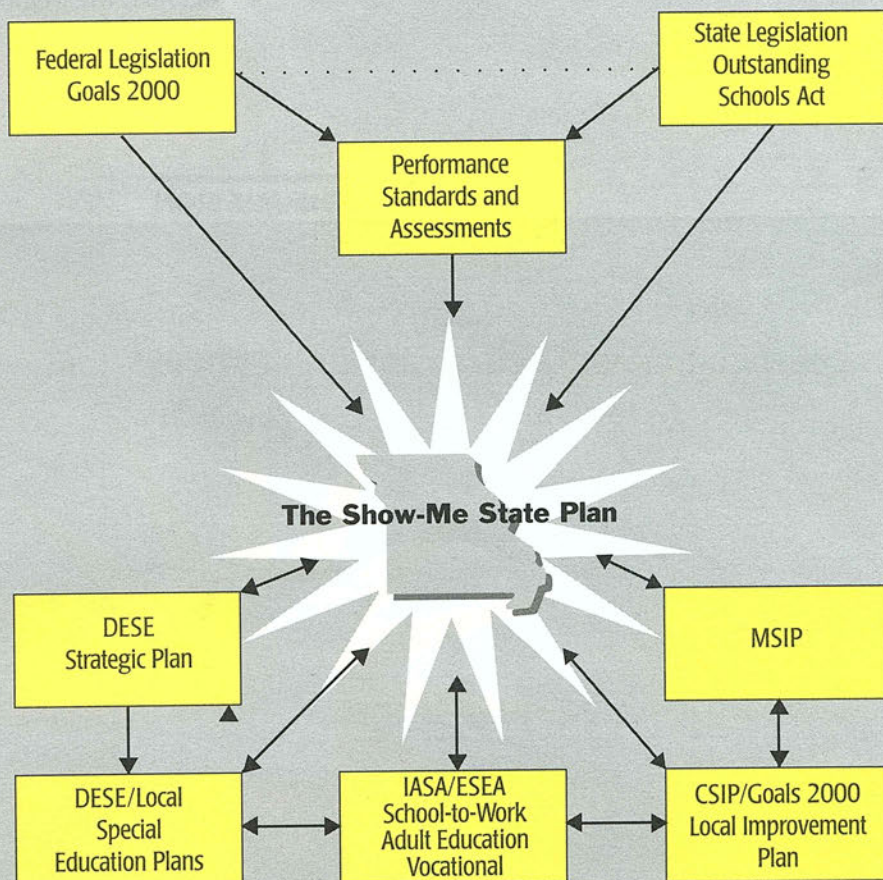
Given the general agreement of the legislation, it was not necessary for Missouri to chart a new direction to

Figure 1

This diagram shows the relationship of the state plan to other plans and initiatives. It relates:

- 1) how the Goals 2000 federal legislation and OSA state legislation directly impact the state plan,
- 2) the consideration of other plans in developing the state plan, and
- 3) how the state plan becomes the central plan to feed into the refining of current plans or the development of future plans.

For example, elements of the School-to-Work plan were incorporated into the Goals 2000 State Plan. As STW is implemented and reviewed, schools will look to the Goals 2000 State Plan to better understand how STW fits into the total school program. Further, as a school district develops its local improvement plan under Goals 2000/MSIP, it will use the Goals 2000 State Plan as a guide to develop its local plan. Hopefully, the school will choose to include school-to-work strategies from the state plan in that local plan.

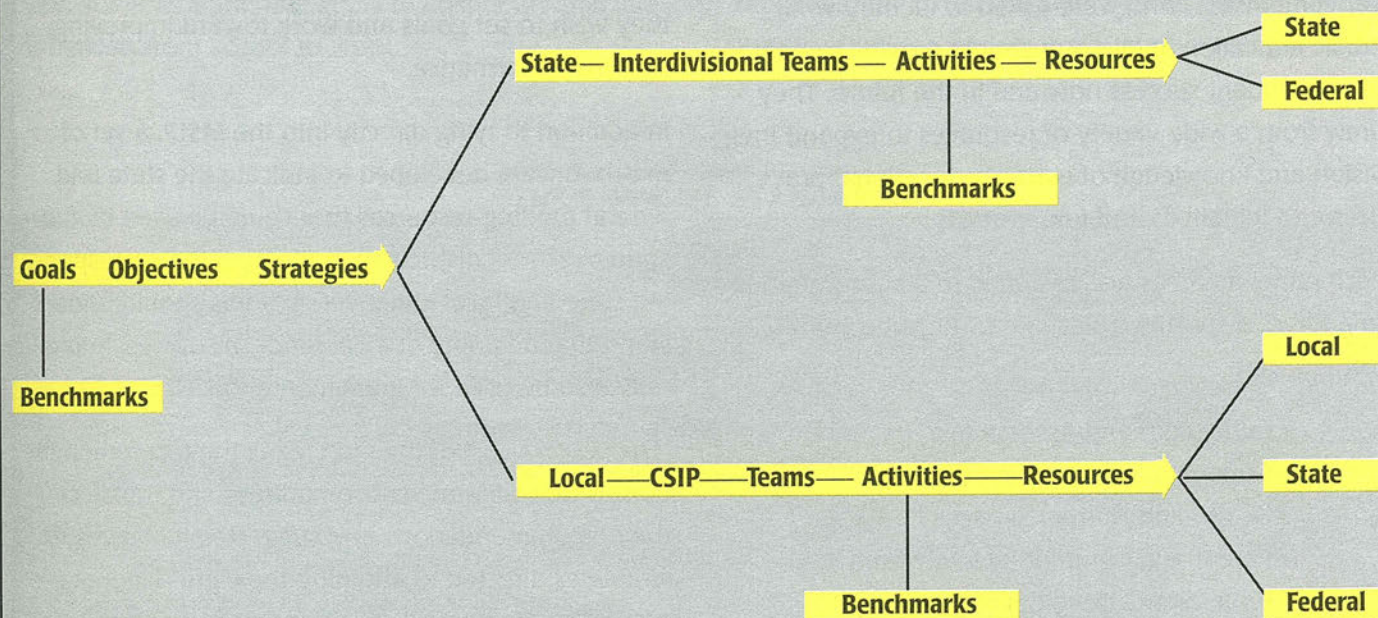


comply with the Goals 2000 federal legislation. In fact, while the OSA provided the means for the state committees to develop the Show-Me Standards, Goals 2000 provided the means to develop a comprehensive state plan designed to implement the state's knowledge, skills, and performance standards and other educational improvement initiatives across the state. To begin the process of plan development, Governor Carnahan and the State Board of Education appointed a Goals 2000 State Panel and a Goals 2000 Technology Task Force. These two committees were drawn from a representative sample of educators, business people, parents, and community members to develop a state improvement plan and a state technology plan. As the committees and others looked at the variety of plans developed under School-to-Work (STW), Vocational Education, Adult Education, Special Education, the Improving America's

Schools Act (IASA), the MSIP, and at critical issues being addressed under the Missouri Department of Elementary and Secondary Education's strategic plan, it seemed reasonable that what was really needed was a state plan that would serve as a focal point for those plans and a resource document for other plans being contemplated.

In similar fashion, the Missouri School Improvement Program (MSIP) influenced both the structure and content of the Goals 2000 State Plan. It is anticipated that, when the MSIP state advisory committee meets to revise the MSIP standards, they will look at the Goals 2000 State Plan school improvement recommendations. The MSIP advisory committee must ultimately decide which recommendations to adopt, but they will certainly benefit from a broad, representative group that has identified what successful schools should be doing. Local improvement plans are also

Figure 2: Process for Educational Improvement



This diagram attempts to show how the process for implementing the recommendations from the State Plan should flow at the state and local levels. On each level, strategies and initiatives will be selected for adoption and implementation. Subcommittees may be assigned to develop the action plan to ensure the successful implementation of the strategies/initiatives. The subcommittees will identify activities to accomplish, establish benchmarks to gauge progress, and identify resources that could be accessed to implement those activities.

required for classification/accreditation under MSIP. Local improvement plans developed with Goals 2000 funds must meet those MSIP school improvement plan requirements. This requirement permits the district to develop one plan to comply with MSIP and Goals 2000 and helps to promote the use of the Goals 2000 State Plan in local improvement efforts.

Goals 2000 is a voluntary program. The Goals 2000 State Panel never intended to develop a narrow set of strategies that the state and all school districts would follow in lock-step fashion. They did intend to identify in one document a variety of successful major initiatives and resources that were already in place and to recommend alternative improvement strategies that are not currently in place in most schools, but which, in their opinion, the state and schools should consider if they are to meet the needs of all students.

ORGANIZATION OF THE PLAN

There are two major parts to this plan. The first part reflects the best thinking of the Goals 2000 state panel members, who were asked to identify what public education in Missouri should provide to help assure student success now and in the future. They drew from a wide variety of resources to expand their vision and knowledge of current educational practices and initiatives and future needs.

Each panel member was assigned to a subcommittee to address a specific critical area. The subcommittees formed were:

- Curriculum and Assessment
- Governance and Administration
- Health and Human Services
- Parent and Community Involvement
- Professional Development

Subcommittee names were purposely selected to provide a transparent connection to the Missouri School Improvement Plan (MSIP). The MSIP was developed

in 1988 to provide a set of educational standards and indicators that are generally associated with promoting educational excellence. The standards are organized in three sections:

- Resource Standards
- Process Standards
- Performance Standards

In general, the resource standards are concerned with the basic requirements that all districts must meet. They are generally quantitative in nature. The process standards are concerned more with the qualitative dimension of schooling and include standards on curriculum, instruction, instructional climate, learning resources, guidance and counseling, professional development, differentiated instruction and supplemental services, governance and administration, facilities and safety, and support services. These standards are assessed through an on-site review by a team of trained observers. District performance standards are assessed in the areas of student achievement, educational persistence, and student follow-up. Additionally, districts are encouraged to identify areas where they wish to set goals and work toward improving student performance.

In addition to tying directly into the MSIP, a set of matrixes were developed to indicate the state and federal funding resources that could be used by the state or school districts to implement the corresponding state and local initiatives. Schools should understand that a variety of local funds, resources, and gifts may also be used for implementation.

The second part of the plan takes the recommendations of the separate subcommittees and transfers their recommendations and suggested initiatives to strategies directed to attaining the eight national goals. The plan establishes benchmarks at the goal level to allow the state to track progress toward goal achievement and to allow Missouri to provide appropriate data to indicate national improvement.

IMPLEMENTATION AND PROGRESS REPORTING

Informing the panel and the public of progress toward meeting the State Plan goals affirms the commitment to ensuring the success of this plan. The Goals 2000 State Panel will be informed of progress toward meeting the goals at annual meetings and through periodic correspondence and reports. The public will be informed of progress by including Goals 2000 information in the "State Report Card" and by combining with other reporting initiatives under the OSA. A variety of other information updates will be used, including the Commissioner's Newsletter, press releases, and the Department's electronic bulletin board.

COORDINATION WITH SCHOOL-TO-WORK

The School-to-Work (STW) Plan was completed by the Governor's Partnership on the Transition from School-to-Work in June 1995. As part of the STW plan, the Governor's committee developed the following mission statement and five goals to ensure an effective transition from school to work:

Missouri's Community Career System—Providing ALL learners with the skills, knowledge, abilities, and opportunities to be productive workers and citizens in the high-performing workplace that is Missouri.

Goal 1: Actively engage partners (i.e., parents, businesses, educators, learners, government, labor, and communities) in developing a local and state School-to-Work System.

Goal 2: Integrate state and local services to achieve educational reform, work force development, and economic development.

Goal 3: Overcome geographic and demographic barriers so that all learners have school-based and work-based learning and connecting activities.

Goal 4: Provide career strategies to all individuals starting at the earliest possible age.

Goal 5: Enable all learners to attain high academic and occupational standards and high-skill jobs.

One strategy used to facilitate coordination of the STW and Goals 2000 plans was to include crossover representation from the STW partnership to the Goals 2000 committee. Additionally, state agency team

THE SHOW-ME STANDARDS

GOALS

1. Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas
2. Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom
3. Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems
4. Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society

CONTENT STANDARDS

1. Communication Arts
2. Fine Arts
3. Health/Physical Education
4. Mathematics
5. Science
6. Social Studies

*Knowledge Plus Performance
Equals Success*

members who participated in the development of the STW plan were included in the review and edit process of the Goals 2000 State Plan. These strategies have been productive in that a noticeable number of STW strategies, data sources, and benchmarks are included in the Goals 2000 State Plan. This type of plan integration should assist in the promotion of the STW plan and the inclusion of STW strategies and benchmarks in the local school improvement plans. Federal and state funding has also been identified for implementation of each of the STW strategies brought forward to the State Plan. These funding sources are found in the matrixes located in each panel subcommittee report.

STATE KNOWLEDGE, SKILL, AND PERFORMANCE STANDARDS AND ASSESSMENTS

The OSA requires the State Board of Education to develop curriculum frameworks that incorporate the Show-Me Standards. The curriculum frameworks are intended to serve as guidance to schools, but are not

mandatory. Schools have one year following the adoption of the state curriculum frameworks to adopt or develop a written curriculum designed to ensure that students attain the knowledge, skills, and competencies described in the Show-Me Standards. Several model curricula are being developed to assist schools wishing to adopt or adapt curricula. Summer institutes and workshops are also planned to assist school districts with curriculum development. The main focus of these activities will be helping schools align their local curricula with the knowledge, skill, and performance standards. The product will include a curriculum shell that will be expanded by the local educators into a district curriculum when they return to their district.

The Outstanding Schools Act and the Goals 2000 legislation each speak to the development of state academic standards. Missouri began the process of developing the standards soon after the enactment of the Outstanding Schools Act. This State Plan is intended to reinforce the need for and assist in the full implementation of the knowledge, skills, and competencies identified in the Show-Me Standards and the School-to-Work plan. The Show-Me Standards establish the

THE SHOW-ME STANDARDS: KEY FACTS AND IDEAS

★ Missouri's Show-Me Standards represent a vital step in carrying out the promise of the Outstanding Schools Act. They represent our commitment to raising expectations for all Missouri students so that they will be prepared for the challenges of the 21st century.

★ These standards represent the ideas of hundreds of Missouri teachers and citizens. Involving so many people in the development process has been slow, hard work, but this has been an essential part of building a strong consensus about what we should expect of our students and schools in the future.

★ We believe that Missouri's young people will live up—or down—to our expectations. It is time to set higher expectations for our children's learning so that they will be competitive, productive, and successful citizens. At the same time, we must help schools in every community provide a strong, secure learning environment that enables children to reach their full potential.

★ The goal of the Show-Me Standards is clear and simple: Emphasize the need for all children to obtain a solid foundation of core academic skills, plus the ability to use and apply their knowledge outside the classroom, in the workplace, and in higher education. Missourians have made their views clear on this issue. The "basics" are essential, but they are not enough in today's world. The

minimum knowledge base, skills, and competencies necessary for students to successfully advance through the public elementary and secondary education system of this state; prepare students for post-secondary education or the workplace or both; and are necessary in this era to preserve the rights and liberties of the people. The standards incorporate both what students should know and be able to do.

The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over and acts as a springboard to success beyond the classroom.

These standards for students are not a curriculum. Rather, the standards serve as a blueprint from which local school districts may write challenging curriculum to help all students achieve their maximum potential. These standards (73 in all) are intended to define what students should learn by the time they graduate

from high school. There are 33 "performance" standards listed under four broad goals. There are 40 "knowledge" standards listed in six subject areas. Taken together, they are intended to establish higher expectations for students throughout the Show-Me State. These standards do not represent everything a student will or should learn. However, graduates who meet these standards will be well-prepared for further education, work, and civic responsibilities.

COORDINATION WITH PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION

Combining what students must know and what they must be able to do may require districts to adapt their curriculum. To assist districts in this effort, teachers from across the state are developing curriculum frameworks in each of the content areas. These frameworks show how others might balance concepts and abilities for students at the elementary, middle, and secondary level. These models are resources that districts may choose to use.

In addition, it is important that the standards are meaningful to the vocational programs across the

standards reflect that basic Missouri attitude: Show me what you know and can do.

★ There is no prescription, no "cookie cutter," that will tell school districts how to work toward the standards. The Show-Me Standards help define WHAT we expect Missouri students to know and be able to do. Local school districts will decide HOW to help students achieve the best results.

★ The goal of every school improvement effort in Missouri should be focused on reaching toward higher standards and improving performance. We know there is a direct connection between quality education, the productivity of our work force, and the quality of life for Missouri citizens. Higher standards will help us achieve quality education for students in every community.

★ The Show-Me Standards are not intended to suggest that Missouri schools throw out what they have been doing and adopt some radical, new idea. We want schools to build on the best of traditional methods and practices, adopt the innovative techniques and technology that suit local needs, and give teachers and school officials the support they need to implement

good ideas. Change is hard work that takes time. We want to encourage teachers and school districts to share their best ideas and best practices so that all students can benefit from these field-tested concepts.

state. The Missouri Instructional Materials Laboratory is developing and will provide to all schools a cross-walk of the state's knowledge and performance standards with the vocational education curricula. Representatives from the standards committees and the vocational curricula developers are serving on this combined effort to assure appropriate coverage.

ADOPTION OF STATE ASSESSMENTS

The Excellence in Education Act of 1985 required the Missouri Department of Elementary and Secondary Education to develop criterion-referenced tests that all schools in the state could use to assess student progress. The Missouri Mastery and Achievement Tests (MMAT) were the result of that legislation. Section 4 of the OSA requires the State Board of Education to develop a statewide assessment system that provides maximum flexibility for local school districts in determining the degree to which students have attained proficiency in the skills and competencies addressed by the State Board-adopted performance standards. Schools are to use the assessment system to compare their performance against prior years' results. It is expected that the revised assessment system will be part of the state accreditation process beginning in 1998.

The goal of performance assessment is to improve academic achievement by requiring students to apply their knowledge and skills in more demanding, realistic situations. Performance assessment is intended to complement, not replace, traditional methods of testing and assessment, and is designed to encourage learners to understand and apply basic academic skills more effectively. The Missouri Assessment Project (MAP 2000) is the professional development piece of the assessment system. MAP 2000 provides the state's teachers training in the use, scoring, and development of performance assessment. More than 2,000 teachers in 40 percent of Missouri's school districts are currently involved in this intensive training. An additional 1,200 teachers will become directly in-

involved in the training in the 1996-97 school year.

Missouri has been an active member of the New Standards Project for the past three years. From that relationship, we have gained access to assessment items in the areas of communication arts, mathematics, and science. In addition, Missouri is a partner with other member states in the State Consortia on Assessment and Student Standards (SCASS), facilitated by the Council of Chief State School Officers (CCSSO). From this involvement, the state will receive assessment items in the areas of fine arts, health, and science. Finally, the state has developed an assessment blueprint for the revised assessment system.

This and other publications from the Missouri Department of Elementary and Secondary Education should help inform educators and the general public about the Show-Me Standards and performance assessments. The Commissioner's annual Regional Conferences for educators, parents, business and industry leaders, and the public have been used to provide information and training and to facilitate discussions regarding the Show-Me Standards and assessments. Other avenues to continue the information process are: workshops provided through the Regional Professional Development Centers (RPDC), information provided to the state educator professional organizations, the Missouri School Improvement Program, the State MOREnet System (Missouri's state public sector data network), satellite broadcasts, and other state meetings and conferences. MOREnet will allow teachers in all schools the access to sample teaching units, performance assessment items, and the Show-Me Standards.

Knowing about the standards and assessments is important, but teachers must be trained to use instructional techniques aligned with the Show-Me Standards. Much of the necessary training will be available to all schools through the Regional Professional Development Resource Centers. These regional centers are designed to meet the needs of educators in their area. Additional support will be provided through satellite broadcasts of demonstrated effective

instructional practices, state conferences and workshops, and through the networking of teachers via MOREnet. Professional development committees in each school district are encouraged to make aligning professional development activities with the Show-Me Standards a top priority. If all students are actively engaged in learning, student achievement will increase.

INSTRUCTIONAL MATERIALS

Missouri does not adopt statewide textbooks or other instructional materials. Local school districts make those decisions based on the needs of their communities and students. It will, of course, be important for districts to consider the Show-Me Standards as they purchase instructional materials. Assistance in developing a process for selecting materials aligned with

the Show-Me Standards will be available through the Regional Professional Development Centers. Other considerations for materials adoption are gender equitability, meeting multicultural needs, and the integration of technology.

The Technical Assistance, the Special Federal Instructional Programs, and the Special State Instructional Programs sections of the Department of Elementary and Secondary Education provide many resources for school districts developing gender-equitable, multicultural, and technology-enhanced curricula and programs. They offer model curricula as guides to schools. Checklists are available for districts to review their existing policies, instructional materials, and curriculum for gender-fair and multicultural issues. In-services, workshops, and professional development opportunities are provided to requesting schools and

ASSESSMENT BLUEPRINT: OBSERVATIONS & REQUIREMENTS

★ Development of Missouri's revised assessment system is expected to take five years. Over this period, three comprehensive, primarily performance-based, multiple-format tests for grades four, eight, and 10 and in each of the six subject areas (mathematics, communication arts, science, health/physical education, fine arts, and social studies) will be developed, field tested, refined, and implemented statewide.

★ The Missouri Department of Elementary and Secondary Education's Assessment Section will coordinate the statewide implementation of the revised assessment system, the development and selection of appropriate assessment tools, and the training of public school teachers in administering and scoring performance assessments.

★ The State Board of Education has adopted the following purposes for the Assessment System:

- improving students' acquisition of important knowledge, skills, and competencies

- monitoring the performance of Missouri's educational system
- empowering students and their families to improve their educational prospects
- supporting the teaching and learning process

★ A set of questionnaires are to be developed to complement the assessment. The questionnaires will provide demographic information relating to students, teachers, and administrators and will facilitate the interpretation of assessment results and promote instructional improvement.

★ The assessment must provide reliable, valid scoring processes, including guides, which incorporate standard-setting approaches and proficiency scales, and which report by individual student, classroom, building, district, and statewide. Valid and reliable proficiency levels (e.g., basic, proficient, and advanced) will be developed at each grade level and in each subject.

Department staff. Professional development activities are also provided at statewide meetings and conferences including the Gender-Equity Update Conference, the Socialization of the Culturally Diverse Child Conference, the Respecting Ethnic and Cultural Heritage (REACH) Conference, and the State Technology Conference.

EQUITY IN THE SCHOOL FINANCE PROGRAM

Missouri's Outstanding Schools Act requires a level of equalized school funding through changes to the foundation formula payment to school districts. One change assures a foundation of financial support to purchase education services for all children by providing a minimum amount of revenue per pupil. For a range of tax rates up to \$4.60, the state guarantees equal access to state and local revenue. The state also provides an incentive to vote for a higher local tax rate to leverage additional state funds for purposes of enrichment. It is estimated that beginning July 1, 1996, when full funding is achieved under the new formula, nearly all school districts in the state will be within plus or minus six percent of the state average in revenue per pupil per penny of tax rate. In addition, the state provides categorical funding and at-risk funding as an add-on for unequal treatment of children who are unequal in terms of their educational needs. The formula will be monitored to ensure that the intent of the equalization provisions are maintained.

GOVERNANCE, ACCOUNTABILITY, AND ADMINISTRATION

The Outstanding Schools Act will hold schools accountable to Missourians by requiring four types of reporting on the accomplishments of schools and students. First, each school must annually publish local performance reports that include assessment results, rates of attendance, parental involvement in school activities, and other important items. Second, the

State Board of Education must annually publish a report on the accreditation status of all districts in the state. Third, the Coordinating Board for Higher Education must provide information on the performance of high school graduates on the basis of the students' performance during the initial year at college. Fourth, the State Board of Education must provide information on the job-related or post-secondary achievement of vocational-technical students.

In order to achieve our educational goals, Missouri teachers will need to participate in professional development to improve their ability to teach and assess students in new, more demanding ways. The Outstanding Schools Act provides funding for professional development for teachers both at the local level and statewide. Money is being used to address statewide areas of critical need for learning and development and to address needs identified in local professional development plans.

PARENTAL AND COMMUNITY SUPPORT AND INVOLVEMENT

With implementation of the Parents as Teachers program, Missouri formally recognized the importance of parents as their child's first and most important teacher. Initial and continuing evaluation results substantiate the overwhelming benefits of involving all parents in the educational process. Benefits include significant improvements in student achievement, better socialization, a better and more frequent relationship between the home and the school, and improved attitudes toward schooling. Missouri's early childhood screening program has identified and taken steps to remedy potential delays resulting from hearing, visual, and language problems. As the benefits of the initial PAT program from birth to three were replicated, the Department expanded the PAT curriculum to age five and developed the Practical Parenting Partnership (PPP) program for parents, students, and educators in grades kindergarten through twelve. These initiatives provide universal access and

have increasingly encouraged collaborations with other community services and organizations.

Caring Communities is a school-based, integrated human service delivery system. The Missouri Departments of Mental Health, Social Services, Health, Elementary and Secondary Education, and Labor jointly fund and collaborate on this project. The program is a priority of the Governor. The goals of the system are to keep children successfully and safely in school and with their families.

The Governor's Policy Academy on Systemic Education Reform has also recommended that the Department of Elementary and Secondary Education, in conjunction with the Governor, impanel a broad-based advisory group to study early childhood education and child care needs in Missouri. The panel, comprised of academic experts, policymakers, state agencies, and public and private providers, is charged with developing a strategic plan to improve services to Missouri's children, from birth to age eight, and to encourage collaboration among providers of those services.

MAKING THE IMPROVEMENTS SYSTEMWIDE

A successful implementation and maintenance of state and local improvement efforts requires that instructional materials, technology, and professional development be available on a continuing basis. The Outstanding Schools Act has been instrumental in ensuring this support. Changes to the foundation formula, which provide a level of equitable funding for all Missouri public schools, provides schools with the resources to meet curriculum and instructional materials needs. Funding provided through the OSA initiatives will bring technology to each classroom. Required set-asides for professional development in each district provide the funds for all teachers to receive substantive and sustained professional development.

In addition to funding equitability, the Missouri School Improvement Program incorporates curriculum, instruction, and professional development as process standards. Curriculum and instruction standards help to create a relationship between technology and instructional materials and the instructional process.

IMPROVED STANDARDS FOR TEACHER TRAINING & CERTIFICATION

In recent years, the public has demanded greater accountability from teachers and administrators—more “proof” that they are adequately trained and academically competent. As a result, the Missouri State Board of Education has taken a number of steps to improve standards for teacher training and certification. These measures include:

★ Requiring prospective teachers to demonstrate academic competence on the College Basic Academic Subjects Examination before entering a teacher education program

★ Requiring prospective teachers to earn an overall college grade point average (GPA) of 2.5 in order to be eligible for a teaching certificate

★ Requiring prospective teachers to demonstrate subject area competence on the National Teacher Examinations (NTE) or, in the future, on the PRAXIS in order to be eligible for a teaching certificate

★ Upgrading certification requirements for all elementary, middle, and secondary school teachers, all special education teachers, and all school administrators

★ Establishing procedures and criteria for evaluating and approving all teacher education programs in the state

★ Requiring prospective school administrators to pass the Administrator Assessment Center assessment in order to be eligible for an administrator's certificate

Missouri is well on its way to providing Internet access to all elementary and secondary schools, higher education institutions, and public libraries. The 1995-96 budget includes \$10.5 million for planning and implementing computer access for elementary and secondary schools. In addition, \$1,250,000 is included for providing Internet access to public libraries and statewide access to periodical databases.

The Outstanding Schools Act makes improving classroom technology a priority by providing grants to schools for technology to enhance achievement in critical subjects. Schools will use these funds to acquire networking hardware and software, computers, and other technology necessary to prepare students for success.

The Governor appropriated an additional \$6.0 million to public four-year colleges and universities and \$5.0 million to community colleges to fund library technology and acquisitions, computer networking, and academic equipment. These monies will ensure that Missouri's public two- and four-year colleges and universities will acquire technology to provide students and faculty access to Internet, as well as state resources available through the Missouri Research and Education Network (MOREnet).

In addition, money from the Video Instructional Development and Educational Opportunity (VIDEO) program provides grants to schools to improve technology. Through the VIDEO program, schools may increase instructional course offerings through programs delivered by satellite television, access instructional television programming, and offer professional development opportunities through teleconferences.

The OSA requires school districts to allocate 1% of the money received through the state foundation formula to the district Professional Development Committee (PDC). The PDC is to identify and provide professional development activities that meet the objectives of the improvement plan adopted by the local board of education.

PROMOTING BOTTOM-UP REFORM

The state is moving forward in its efforts to eliminating unnecessary rules and regulations through the implementation of a waiver of state rules and regulations for exemplary schools. Schools reaching exemplary levels in the areas of student achievement, educational persistence, post-elementary or post-secondary status, and that meet each performance standard of the Missouri School Improvement Program (MSIP), may request waivers for: exemption from the MSIP review process; a special certificate to facilitate unique and academically enhancing instruction within that school; exemption from the minimum minutes per unit of credit; exemption from traditional grade arrangement; and for other exemptions as deemed appropriate by the Commissioner of Education.

DROPOUT STRATEGIES

Despite the efforts of schools to address the needs of their students, some students do drop out. Districts, as part of the accreditation process, are expected to monitor their dropout rates, identify the underlying causes, and implement strategies to increase the percentage of students who complete their education or to maintain a high rate percentage. Schools are encouraged through the MSIP review to provide a follow-up counseling system for students who have dropped out (Recovery Plan). Districts are also expected to track and increase or maintain at a high level the percentage of district dropouts who, within five years of the date they drop out, return to complete a high school diploma or equivalency certificate.

Dropout prevention is important to the overall welfare of students. Under the new school-funding formula, part of each district's basic aid is targeted for risk students and those with special needs. This part of the formula is known as "Line 14." Schools may use these funds to provide specialized courses of instruction.

tion, alternative education programs, support services, and training on teaching children identified as at risk of failing in school.

The MSIP places a high priority on helping all students meet high academic achievement standards by stressing the need to move students from the two lowest quintiles on the state assessment system. This practice helps schools focus on the necessity of not just having good districtwide test averages but of targeting academic efforts at students who are not performing.

COORDINATING STRATEGIES

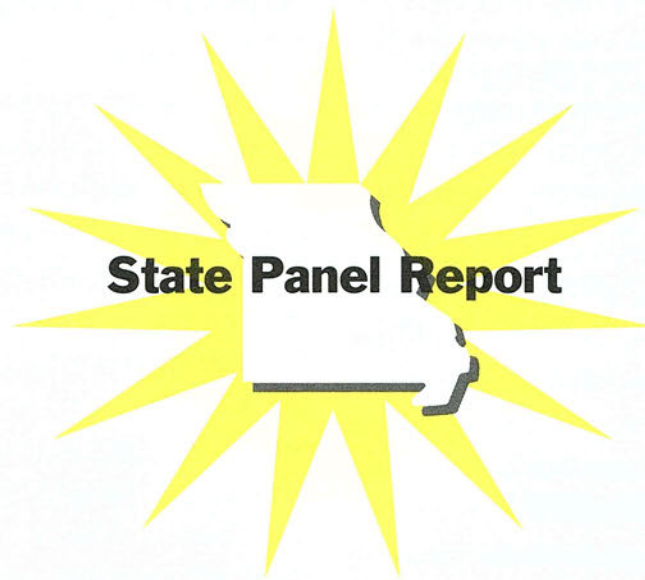
The Instructional Materials Laboratory at the University of Missouri-Columbia is developing, field testing, refining, and disseminating a resource guide to assist in the integration of academic and vocational education. It will be available to the schools beginning with the 1996-97 school year. Integration training will be provided through a variety of mechanisms, including the Regional Professional Development Centers, the Instructional Materials Laboratory, and selected teacher training institutions. Missouri is also a member of several state consortia that make available nationally developed, applied academic curricula to local school districts.

PROGRAM IMPROVEMENT AND ACCOUNTABILITY

All Missouri school districts are provided on-site reviews as part of the state accreditation process. The review teams identify the degree to which the districts are meeting the MSIP standards. As part of the total MSIP process, districts must develop School Improvement Plans that address concerns identified by the district in their self-evaluation and by the on-site review teams. These plans are submitted to the Missouri Department of Elementary and Secondary Edu-

cation for review to ensure adequate attention to the standards. State supervisors assist schools in plan development and monitor progress in resolving stated concerns.

The OSA requires the State Board of Education to develop a process and criteria for determining that a school in a school district is "academically deficient." A team of at least ten people will conduct an educational audit of the school to determine the factors that contributed to poor student achievement as measured by the assessment system and to make a finding as to whether the school is academically deficient. Schools identified as academically deficient will be reviewed by a management team appointed by the State Board of Education. The management team will make any recommendations that they believe are appropriate for the administration and management of the school necessary to promote student achievement and any additional resources which may be required. Recommendations of the team may also recommend one or more of the following: a recall election for each member of the district school board, suspension of indefinite contracts for certificated staff in the school, and a one-year maximum length for new or renewal of contracts for the superintendent or the principal of the school. The audit team will re-evaluate the school two years after the filing of the management team report. Upon recommendation of the management team, the Commissioner of Education shall call for an election of the district board of education for those schools continuing to be found academically deficient by the audit team.



This section of the state plan represents the best thoughts and recommendations of the State Panel. The State Panel has been grouped into subcommittees that align closely with the Missouri School Improvement Plan. This alignment should assist schools in the development of local school improvement plans.

This section is divided into two major parts. The first part includes each subcommittee's Task, Vision, Recommendations, and State and Local Initiatives. The Funding Matrix is the second part of this section.

The Funding Matrix follows each subcommittee's report and aligns the State and Local Initiatives with a listing of state and federal programs funding. This Funding Matrix should be used as a guide. Districts should consult their program supervisor for detailed information.

Curriculum & Assessment

THE TASK:

Create an engaging, supportive environment in which parents, schools, and the community collaborate to enhance the equity and quality of education for life-long learners.

THE VISION:

Educators and students accept responsibility for meeting the needs of the individual and addressing the changing needs of society. Curriculum and assessment is a well-planned, integrated system that prepares all students to be quality contributors in their changing local and global communities.

TO ACHIEVE THIS VISION, THE COMMITTEE RECOMMENDS:

- A. creating a new learning system that
 - integrates academic and occupational learning
 - integrates classroom- and work-based learning
 - includes post-secondary institutions
 - promotes success for all students
 - integrates knowledge, skill, and performance standards
 - integrates a variety of assessments aligned with the knowledge, skill, and performance standards
 - is based on developmentally appropriate practices
 - effectively uses technology
 - promotes safe and healthy school environments and practices
- B. extending services that promote lifelong learning to students, parents, patrons, and the community
- C. providing early learning experiences for all children, regardless of race, sex or socioeconomic status, based on the most current and inclusive research
- D. developing and implementing professional development programs that
 - support school-to-work opportunities
 - focus on skills development
 - include cultural diversity
- E. developing strong partnerships between schools and businesses
- F. continuously informing and educating citizens about the progress of education and of the need for them to be involved in their schools
- G. expanding support programs that improve student attendance and persistence to graduation

TO ACHIEVE THE STATE GOALS AND OBJECTIVES THE COMMITTEE RECOMMENDS:

STATE INITIATIVES:

1. adopt and implement performance standards (including strands for occupational and work-based learning), curriculum frameworks and performance assessments
2. adopt and implement a state plan for school-to-work opportunities consistent with the State Improvement Plan
3. continue funding and technical support for Senate Bill 380
4. provide waivers and other incentives to encourage flexible scheduling in local school districts
5. develop and implement models for alternative learning approaches
6. develop and enhance technology that makes foreign language instruction available to school districts at all levels
7. develop foreign language standards as a subset of the state's communication arts performance standards for grades 4, 8, and 10
8. develop incentives for teachers to be trained and certified to teach foreign languages
9. adopt certification requirements that include multiculturalism
10. adopt a performance standard dealing with diversity in the United States and the world
11. encourage a change from teacher-centered to student-centered
12. allow credit toward graduation for knowledge and skills acquired outside of school
13. explore alternate methods for identifying gifted students, regardless of race, sex, or socioeconomic status
14. encourage publishers to create curriculum materials that offer strong minority role models
15. incorporate new instructional models into teacher training, which result in positive attitudes and practices in math and science instruction
16. develop and fund new math and science programs that educate all students for the future, including middle and high school career exploration
17. develop public relations partnerships with local schools
18. foster and support independent users and developers of technology throughout the learning community
- implement the Goals 2000 technology plan
- make key decisions regarding what technological environments best support the learning community, including hardware and software configurations and delivery systems
- encourage technology training and access in the primary grades
- establish a team to catalog and expand technology resources to meet local, regional, and state needs
- foster and support technology that connects the business and educational communities
- help employees gain access to technical assistance to build work-related knowledge and skills
19. fund technology that supports active, student-centered learning
20. encourage a paradigm shift in administration from manager to instructional leader/facilitator
21. empower Regional Staff Development Centers to provide equitable access to education agencies throughout the state
22. expand professional development opportunities to include current and emerging learning technologies

23. provide professional development opportunities in math and science for women and minorities
24. fund scholarships for women and needy students who pursue degrees in math and science education
25. continue grassroots efforts to review, update, and change performance standards and improvement strategies at least every three years
26. identify schools in which students are not meeting high academic standards and help them plan and implement change
27. evaluate the overall effectiveness and efficiency of state programs and services
28. promote funding for comprehensive school health programs
29. develop programs, kindergarten through grade 12, that prepare young people for parenthood
30. extend support and direction to families to help their children succeed
31. enforce laws that hold parents accountable for their children's school attendance and that discourage businesses from hiring young people before they finish school
32. encourage businesses to demonstrate the value of a high school diploma by checking the transcripts and attendance records of job applicants

LOCAL INITIATIVES:

1. incorporate Missouri's knowledge, skills, and performance standards, curriculum frameworks and performance assessment into the district curriculum
2. develop effective links between secondary and post-secondary schools and between vocational schools and businesses
3. make school-to-work opportunities a priority
4. provide a learning environment with the time, space, and resources all students need to learn
5. adopt a formal assessment plan that includes alternative forms of student assessment
6. work with state and federal governments on access and availability of technology to enhance school-to-work opportunities
7. provide child care for all students who are parents and wish to complete their high school graduation requirements
8. enable all students to complete a career major
9. provide career opportunities at all grades, with a specific focus on career development at the middle school level
10. select instructional materials that are sensitive to diversity and provide experiences that expose all the students to other cultures
11. use active learning in core-content areas to enhance understanding and applica-

tion, with the teacher serving as a guide and facilitator

12. emphasize reading and writing in all subjects
13. make foreign language part of the core curriculum
14. practice prevention rather than intervention
15. expose all students to a wide range of subjects
16. use homework to challenge all students to apply what they learn in the classroom
17. include effective teaching strategies daily in all learning environments

EXAMPLES:

- constructivism
 - peer tutoring
 - hands-on
 - mentoring
 - integrated curriculum
 - role playing
 - discovery learning
 - debate
 - problem solving
 - Bloom's taxonomy/questioning strategies
 - attention to learning styles
 - cooperative learning
18. design and implement new methods of ongoing, authentic assessment of teaching effectiveness
 19. allow time for teacher collaboration to facilitate and enhance student learning
 20. develop and encourage opportunities for all students to practice good citizenship and to perform community service

21. implement school-to-work initiatives that include a coordinated, multiyear sequence of learning
22. implement a comprehensive guidance program to ensure that counselors work with all students, parents, and teachers to address individual student needs
23. adopt curriculum and graduation requirements that include career exploration, employment skills, interpersonal skills, and life skills
24. encourage teachers to observe their colleagues, both in and out of their own curriculum area or grade level
25. establish multiage grouping by subjects to discourage grade-level promotion based only on age
26. include college courses in the high schools to encourage advanced and challenging learning
27. involve teachers in the changes being made in their districts and buildings
28. support changes that make schools more flexible and responsive to all students' needs
29. encourage instruction that promotes understanding and application
30. model positive attitudes and practices that address gender and racial equity
31. present science/math as an integrated whole, revealing the interdependence of all strands
32. facilitate a shift from text-book-driven instruction to resources that facilitate hands-on, active learning
33. use technology as a tool to support student-centered learning, to develop higher-order thinking skills, to add depth to the curriculum, and to help students learn at their own pace
34. form a team to strengthen communication between education and business/industry
35. designate a trained coordinator to link students and businesses at all levels of learning
36. schedule planning time for teachers to prepare school-to-business curriculum connections
37. develop partnerships that enhance resources and promote effective, efficient use of technology
38. develop an employee-leave model that encourages teachers to spend quality time in business and industry settings
39. build business and industry partnerships that help all students connect math and science with the real world
40. seek out minority business people to serve as mentors in schools
41. develop an action plan that makes technology part of daily classroom activities
42. include technology training and school to work strategies as part of the district's professional development plan
43. train administrators in site-based management, empowerment skills, and facilitator skills
44. support a communitywide effort to write and adopt vision, mission, and educational goal statements to describe exactly how the school district will move toward higher student achievement
45. develop a long-range plan for community involvement; for example:
 - make community service a graduation requirement
 - implement a senior citizen volunteer program
 - involve PTAs and PTOs in school-to-work issues
46. develop a plan for more uniform achievement by all students that includes:
 - professional development
 - an emphasis on learning styles
 - high expectations for all students
 - evaluation of assessment tools for bias
 - equitable access to resources
47. continue grassroots efforts to review, update, and change performance standards and improvement strategies at least every three years
48. actively support dropout prevention and student-at-risk programs
49. seek the resources and support of professional development regional centers, colleges and universities, and the Missouri Department of Elementary and

Secondary Education

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| <p>50. implement professional development that fosters the effective use and understanding of technology in the curriculum</p> <p>51. offer professional development and preservice training that focuses on how all students learn</p> <p>52. encourage teacher mentoring programs and study groups</p> <p>53. provide professional development opportunities on new methods in assessment, including ways to communicate assessment information to parents</p> <p>54. fund follow-up support of professional development</p> <p>55. send a graduation list to local employers and encourage them to hire graduates</p> <p>56. use professional development funds to designate and train local grant writers</p> <p>57. expand professional development opportunities to include the use and understanding of educational technology and its successful incorporation into the curriculum</p> <p>58. use Regional Professional Development Centers to support local efforts</p> <p>59. assist community members in gaining access to community services</p> <p>60. provide before- and after-school day care</p> <p>61. form a local school/community advisory council to provide support for a comprehensive school health program that includes:</p> | <ul style="list-style-type: none"> • health services • health instruction • a wellness program for staff and all students • a safe and healthy school environment <p>62. extend the parent contact component of the Parents as Teachers program to kindergarten entry</p> <p>63. communicate the belief through community awareness programs that all students can learn at high levels and meet challenging standards</p> <p>64. hold all students accountable for their work; hold parents accountable for student attendance</p> <p>65. help every staff member recognize and understand changes in education</p> <p>66. make use of social workers and other support personnel to help all students stay in school</p> <p>67. communicate changes in methods, strategies, and programs to parents and local community</p> <p>68. provide parent resource centers and support groups that help parents cope with a variety of parenting issues</p> <p>69. provide on-site child care or alternative learning opportunities for students who are parents and anyone else who wishes to complete graduation requirements</p> <p>70. provide a Comprehensive School Health Program for all children and youth</p> | <p>71. establish a communitywide plan for effective communications networks, with equitable access and availability to all members of the community</p> <p>72. annually review the percentage of students graduating</p> <p>73. survey students who drop out of school to determine the reasons</p> <p>74. identify and track dropouts and provide an active program to bring them back to the educational system</p> <p>75. Develop a systematic process for the transition from child care and preschool to kindergarten</p> |
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Curriculum & Assessment—Funding Sources for Local Initiatives

Local Initiative Number →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
FEDERAL PROGRAMS:																																	
Goals 2000	✓	✓	✓	✓	✓	✓					✓	✓		✓			✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	
Title I*			✓	✓	✓		✓				✓	✓		✓			✓	✓	✓		✓		✓	✓			✓	✓	✓	✓	✓	✓	
Title II—Professional Develop.	✓	✓			✓												✓	✓	✓					✓			✓		✓	✓	✓	✓	
Title IV—SDFSC							✓							✓			✓			✓		✓											
Title VI—Innovations				✓		✓				✓	✓	✓		✓	✓	✓	✓			✓			✓										
Emergency Immigrant														✓																			
Homeless Children & Youth				✓												✓											✓						
Child Care Block Grant																																	
Voc./Adult Basic Ed.											✓	✓						✓															
JTPA		✓	✓			✓			✓													✓		✓									
JTPA—Dislocated																																	
FUTURES											✓	✓						✓															
Learn & Serve	✓		✓								✓	✓			✓	✓	✓	✓	✓	✓	✓		✓						✓		✓	✓	
SACC/Dependent Care																																	
School-to-Work Planning	✓	✓	✓		✓	✓		✓	✓		✓						✓				✓	✓	✓					✓	✓			✓	
Vocational*—Title II—Part C	✓		✓	✓	✓		✓					✓						✓				✓	✓	✓			✓	✓	✓	✓	✓	✓	
Vocational Rehab.—Tech. Prep.	✓	✓	✓				✓					✓											✓			✓			✓				
Special Education—K-12	✓	✓	✓	✓	✓	✓										✓	✓	✓			✓			✓	✓		✓	✓	✓			✓	
IDEA—Part H																																	
IDEA—Professional Develop.	✓	✓	✓	✓	✓	✓										✓	✓	✓			✓			✓	✓		✓	✓	✓			✓	
Medicaid																																	
Adult Basic Education/GED		✓	✓	✓	✓	✓				✓	✓	✓			✓		✓	✓	✓		✓						✓	✓	✓	✓			
STATE PROGRAMS:																																	
Gifted Education				✓						✓		✓			✓		✓		✓	✓		✓				✓	✓		✓	✓	✓	✓	✓
Incentives for School Excellence	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Video		✓											✓						✓								✓						
Tech. Aquisition		✓																		✓													
Competitive Tech.																																	
Instructional Tech. Entitlement																																	
Instructional Tech. Endeavor																																	
Parents as Teachers																																	
Professional Develop. (Local)	✓	✓	✓		✓					✓	✓	✓	✓				✓	✓	✓		✓		✓	✓			✓	✓	✓	✓	✓	✓	
ESL Support Grants																																	
FL Support Grants																																	
A+ Schools																																	

* Title I includes: LEA, By Pass, Capital Expenses/Priv., Program Improvement, Even Start, Migrant/Part C, Neglected/Delinquent

* Vocational Includes: Industrial Education, Agricultural Education, Business Education, Family and Consumer Science Education, Marketing and Cooperative Education

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Curriculum & Assessment—Funding Sources for State Initiatives

State Initiative Number →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
FEDERAL PROGRAMS																																
Goals 2000	✓	✓	✓	✓	✓				✓	✓	✓			✓		✓	✓		✓		✓	✓	✓	✓		✓	✓	✓				✓
Title I*				✓	✓						✓										✓	✓	✓	✓		✓	✓	✓				
Title II—Professional Develop.	✓									✓	✓					✓					✓		✓	✓						✓		
Title IV—SDFSC																																
Title VI—Innovations						✓													✓	✓	✓		✓									
Emergency Immigrant																																
Homeless Children & Youth																																
Child Care Block Grant																																
Voc./Adult Basic Ed.	✓				✓							✓				✓				✓			✓			✓						✓
JTPA		✓																		✓												
JTPA—Dislocated																				✓			✓			✓		✓				✓
FUTURES	✓				✓							✓					✓				✓			✓								✓
Learn & Serve		✓			✓						✓						✓	✓														
SACC/Dependent Care																							✓									
School-to-Work Planning	✓	✓			✓							✓					✓			✓		✓										
Vocational*—St./Fed. Leadership	✓	✓			✓									✓																		
Vocational Rehab.—Leadership	✓				✓									✓		✓	✓												✓			
Special Education—K-12	✓	✓	✓		✓				✓		✓	✓								✓	✓			✓								
IDEA—Part H																																
IDEA—Professional Develop.		✓	✓		✓				✓		✓									✓	✓		✓	✓								
Medicaid																																
Adult Basic Education/GED	✓		✓		✓				✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓		✓			✓
STATE PROGRAMS																					✓	✓										✓
Gifted Education			✓		✓						✓																					
Remedial Reading																																
Incentives for School Excellence	✓	✓		✓	✓	✓	✓		✓	✓	✓						✓	✓	✓	✓	✓	✓	✓		✓	✓						
Video						✓								✓																		
Tech. Aquisition						✓																										
Competitive Tech.						✓																										
Instructional Tech. Entitlement																																
Instructional Tech. Endeavor																																
Parents as Teachers																																
Caring Communities																																
Special Ed./Early Childhood																																

* Title I includes: LEA, By Pass, Capital Expenses/Priv., Program Improvement, Even Start, Migrant/Part C, Neglected/Delinquent

* Vocational Includes: Industrial Education, Agricultural Education, Business Education, Family and Consumer Science Education, Marketing and Cooperative Education

Professional Development

THE TASK:

There is an emerging consensus that high-quality professional development is essential to continuous educational improvement. Professional development is the bridge between where educators are now and where they will need to be in the 21st century. The challenge is to provide educators with the preparation and support they need to help all students achieve high standards.

THE VISION:

Rigorous and relevant strategies and support ensure that all educators learn and grow throughout the course of their careers. The development of personal and group expertise and leadership skills improve both teaching and learning.

A successful professional development system respects and nurtures the intellectual capacity of teachers and others in the school community and reflects the best available research and practice in teaching, learning, and leadership. This system should enhance the leadership capacity of teachers, administrators, and others in the school community by:

- empowering educators and parents through leadership development training
- involving the learning community in site-based planning
- establishing a learning climate that is collaborative, informal, and respectful
- training teachers and administrators to be facilitators of learning
- promoting commitment to continuous inquiry and improvement

- assisting teachers and staff in using their professional skills to apply the principles of continuous quality improvement to instructional planning and implementation
- allowing teachers to collaboratively design lessons and develop teaching strategies that utilize appropriate research and communication technologies

TO ACHIEVE THIS VISION, THE COMMITTEE RECOMMENDS:

- A. continued state and local commitment to the role of professional development in continuous educational improvement and to the value of broad-based input into professional development plans
- B. that professional development programs include
- integration of school needs, district goals, and state standards
 - involvement of teachers as planners
 - commitment to long-term professional growth
 - choice and differentiated learning opportunities
 - demonstration, dialogue, supervised practice, and feedback
 - incorporation of appropriate technology
- C. professional development strategies that are collaboratively designed, implemented, coordinated, and evaluated by schools, higher education institutions, and other appropriate entities, that focus on improved teaching and learning, and that include improving and integrating the selection, recruitment, preparation, and initial licensing/certification processes, but focus primarily on induction, ongoing development, support, and advanced certification of educators
- D. high-quality professional development that promotes inclusive learning communities working together both in and out of schools to integrate the ideas, commitment, and resources needed to address important and complex educational issues in a variety of settings
- E. professional development that fosters openness to change and risk taking
- F. equitable access to professional development opportunities for all educators
- G. professional development programs that model a variety of methods and techniques, based on research and best practice, that can be used effectively in the classroom:
- individually guided staff development
 - observation/peer coaching assessment
 - involvement in a development/improvement process
 - training
 - inquiry
- H. ongoing evaluation that monitors a professional development program's impact on teacher effectiveness, leadership, student learning, and involvement of the school community evaluation

TO ACHIEVE THESE OBJECTIVES, THE COMMITTEE RECOMMENDS:

STATE INITIATIVES:

1. provide school districts with the financial and human resources, accountability procedures, and flexibility needed to develop professional development plans based on local needs
2. establish technology teams with technical and staff support at regional professional development centers
3. expand the use of distance learning technologies in delivering support programs and services
4. establish a statewide research and development function for learning technologies, including an outreach program to disseminate findings
5. create an on-line database of information and resources accessible to all Missouri educators
6. develop a standard for the Missouri School Improvement Program (MSIP) that supports ongoing technology training
7. develop technology standards and competencies for teacher education program that include subject content pedagogy, and technology
8. plan and implement a systematic, statewide professional development program to help educators understand and use learning technologies

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| <ul style="list-style-type: none"> 9. analyze the portability of certification and pensions with systems outside the State of Missouri 10. develop and implement competency-based teacher and administrator certification 11. evaluate existing practices in predicting teacher supply and demand 12. encourage the development and implementation of professional development schools 13. develop Missouri Department of Elementary and Secondary Education staff to provide appropriate technical assistance to school districts and colleges and universities | <ul style="list-style-type: none"> 4. provide for planning and implementation of personal professional development goals 5. focus on new, successful approaches to teaching and assessment 6. model resources and technologies that are useful in a classroom setting 7. plan professional development opportunities that provide a variety of presentation models and technologies appropriate to participants' goals, topics and learning styles and that reflect developmentally appropriate practices 8. include peer coaching as a professional development activity 9. consider student performance data relevant to professional development training | <ul style="list-style-type: none"> 14. tailor professional development activities to meet the needs of each educational unit 15. provide professional development opportunities for all new or revised programs/initiatives 16. include professional development activities as part of each educator's contract 17. build professional development into the regular school schedule and at the school site 18. conduct frequent, in-depth professional development follow-up discussions 19. support the growth and use of existing professional development centers, including the state's regional professional development centers, the Leadership Academy, Parents as Teachers National Center, Project Construct National Center, Practical Parenting Partnership Center, Accelerated Schools, the STARR program, RE: Learning, etc. 20. implement a system to evaluate professional development activities based on teacher effectiveness, student learning, leadership, and feedback from the school community |
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LOCAL INITIATIVES:

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|---|--|
| <ul style="list-style-type: none"> 1. make professional development a visible district priority by committing local funds, providing administrative support and by informing the school board and the school community of the professional development plan and opportunities 2. develop a coherent, long-range professional development plan focusing on teacher and local needs and student learning 3. align professional development activities with Missouri's knowledge, skills, and performance standards and assessments | <ul style="list-style-type: none"> 10. ensure broad community representation (parents, business leaders, teachers, day care providers, teacher training institutions, and others) in the local improvement plan development process 11. have participants help develop professional development activities 12. extend professional development opportunities to all segments of the school work force, including day care providers and teacher training institutions 13. include a variety of professional development opportunities to meet the needs of all teachers and administrators |
|---|--|

Professional Development— Funding Sources for Local Initiatives

Local Initiative Number →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
FEDERAL PROGRAMS																				
Goals 2000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Title I*		✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Title II—Professional Develop.	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	
Title—IV-SDFSC																				
Title VI—Innovations																				
Emergency Immigrant																				
Homeless Children & Youth																				
Child Care Block Grant								✓		✓		✓		✓	✓		✓			
Voc/Adult Basic Ed.								✓		✓				✓	✓	✓				
JTPA																				
JTPA—Dislocated														✓	✓	✓		✓		
FUTURES								✓		✓		✓		✓	✓	✓				
Learn & Serve						✓														
SACC/Dependent Care																			✓	✓
School-to-Work Planning			✓		✓					✓						✓				
Vocational*—Title II—Part C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓		✓
Vocational Rehab.—Tech. Prep.	✓																			
Special Education—K-12																				
IDEA—Part H																				
IDEA—Professional Develop.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓			✓	✓	✓
Medicaid																				
Adult Basic Education/GED		✓	✓	✓	✓			✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
STATE PROGRAMS																				
Gifted Education						✓	✓	✓				✓						✓		✓
Incentives for School Excellence		✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓		✓	✓	✓
Video																				
Tech. Aquisition																				
Competitive Tech.																				
Instructional Tech. Entitlement																				
Instructional Tech. Endeavor																				✓
Parents as Teachers																				
Professional Develop. (Local)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ESL Support Grants	✓		✓		✓		✓							✓		✓		✓		✓
FL Support Grants	✓		✓		✓		✓							✓		✓		✓		✓
A+ Schools												✓						✓		✓
Caring Communities																				
Special Ed./Early Childhood																				

* Title I includes: LEA, By Pass, Capital Expenses/Priv., Program Improvement, Even Start, Migrant/Part C, Neglected/Delinquent

* Vocational Includes: Industrial Education, Agricultural Education, Business Education, Family and Consumer Science Education, Marketir and Cooperative Education

Professional Development— Funding Sources for State Initiatives

State Initiative Number →	1	2	3	4	5	6	7	8	9	10	11	12	13
FEDERAL PROGRAMS													
Goals 2000	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
Title I*		✓											✓
Title II—Professional Develop.	✓								✓		✓		✓
Title IV—SDFSC													
Title VI—Innovations		✓	✓			✓	✓	✓					
Emergency Immigrant													
Homeless Children & Youth													
Child Care Block Grant													
Voc./Adult Basic Ed.			✓							✓			✓
JTPA													
JTPA—Dislocated													
FUTURES			✓							✓			✓
Learn & Serve													
SACC/Dependent Care													
School-to-Work Planning			✓		✓			✓					✓
Vocational*—St./Fed. Leadership						✓							✓
Vocational Rehab.—Leadership		✓	✓	✓	✓		✓	✓	✓				
Special Education—K-12													
IDEA—Part H													
IDEA—Professional Develop.	✓	✓	✓	✓	✓		✓	✓		✓	✓		✓
Medicaid													
Adult Basic Education/GED	✓		✓	✓		✓		✓		✓			✓
STATE PROGRAMS													
Gifted Education													✓
Remedial Reading													
Incentives for School Excellence	✓		✓				✓	✓		✓			
Video			✓										
Tech. Acquisition	✓		✓										
Competitive Tech.													
Instructional Tech. Entitlement													
Instructional Tech. Endeavor													
Parents as Teachers													
Caring Communities	✓												
Special Ed./Early Childhood													

* Title I includes: LEA, By Pass, Capital Expenses/Priv., Program Improvement, Even Start, Migrant/Part C, Neglected/Delinquent

* Vocational Includes: Industrial Education, Agricultural Education, Business Education, Family and Consumer Science Education, Marketing and Cooperative Education

Governance and Administration

THE TASK:

Make recommendations regarding

- governance, accountability, and management of the state's entire educational system
- strategies for comprehensive systematic reform
- strategies for returning dropouts to the system to meet their educational needs
- how the state will monitor progress toward the implementation of the plan

BELIEFS:

The committee stresses that significant emphasis should be placed on the following beliefs:

- governance is responsible for providing leadership by establishing goals, policies, and measures of performance and accountability
- administration is responsible for facilitating the attainment of goals and implementation of policies through effective programs and procedures

- management is responsible for taking action to ensure that the system of education is high in performance and accountability
- leadership can and does exist within Governance, Administration, and Management, may come from an individual or group, and involves risk taking and initiative

BASED ON THESE BELIEFS, THE COMMITTEE RECOMMENDS:

A. establishing a statewide inter-agency collaborative team and, at the local level, school district collaborative teams to ensure coordination and cooperation between and among rulemaking and regulatory bodies of state government and school districts that expend education and training dollars

strategy

To improve coordination, communication, and collaboration among the various agencies, the teams will

- develop, disseminate, and monitor a vision and purpose statement of all education and training programs
- clarify the role and responsibility of each agency/representative on the team in the collaboration and coordination of education and training activities
- develop a process to annually review the degree to which the education and training needs of all Missourians are being met
- establish a comprehensive collection system of information and data related to education and training so rules, regulations, and statutes can be developed/revised based on data analysis
- ensure all education and training providers establish and maintain criteria for quality education and training programs
- assign responsibility to member agencies or representatives for reporting their respective progress in meeting the national and state or local education goals
- establish, as appropriate, common geographic delivery areas for education and training, with crossovers for individuals accessing services

- foster the utilization and application of appropriate technology in fulfilling the responsibilities of data collection, grassroots involvement, and information dissemination

B. conducting annual regional forums on education and training to report on progress being made in achieving the state plan goals and to receive input from local communities

strategy:

Recognizing the value and importance of grassroots involvement, regional forums and, in the case of school districts, local forums on education will be conducted at least annually. Regional and local forums will provide for

- reports on progress being made in achieving the state or local plan goals
- input from local communities
- information regarding student progress in achieving state standards
- reporting requirements contained in the OSA

C. developing a flexible, customer-driven system of education and training responsive to citizen needs

strategy:

each state governing body and each school district will provide incentives for improved student performance based on the state standards and assessments

strategy:

Department of Elementary and Secondary Education personnel and school district personnel

will receive training on designing and implementing customer-driven organizations

strategy:

each state-level governmental body and each school district responsible for education and training programs will establish incentives and promote local planning and implementation of improvement initiatives

strategy:

each state-level governmental body and each school district responsible for education and training will review, identify, and remove unnecessary policies and regulations that hinder the implementation of a flexible, customer-driven system of education

Issues for review:

- time limitations for completion of the school day and year
- credentialing
- graduation requirements: performance versus Carnegie units
- institutional policies and procedures
- attendance limitations
- articulation of programs
- access to technology
- child labor laws, prevailing wage, and Workers' Compensation laws
- tax increment finance districts
- Public Service Commission regulations
- an accessible statewide information network
- alternatives to meet the educational needs of drop-outs

D. improving communication between the State Board of Education and the Coordinating Board for Higher Education

strategy

to foster improved communication, the two boards will schedule an annual, joint meeting

E. continuing state support for a Goals 2000 Panel and Technology Task Force to monitor and assist in the implementation of the Goals 2000 State Plan and biannually advise on necessary changes. The technology component of the state plan should be integrated with other similar state planning initiatives

strategy:

the Goals 2000 State Panel will meet annually to review a report from the interagency collaboration team, review implementation plans, and determine the need for revision of the current plan

F. using the State Plan by state agencies or, in the case of school districts, the local plan, to develop budgets and prioritize resource allocations

G. ensuring coordination of the State/Local Plan with other statewide/local initiatives to improve education

Health and Human Services

THE TASK:

Develop strategies to create awareness, motivation, and action regarding accessible, effective, and integrated comprehensive health approaches that are inviting and will enhance learning and the quality of life for Missouri's children, their families, and the community as a whole.

THE VISION:

The community takes ownership and responsibility for the health and development of its children. Children are healthy, happy, and safe, with a zest for life and the future. They are valued and respected for their unique strengths, talents, and capabilities. All human service providers collaborate to create a nurturing, flexible, proactive system that responds to the physical, mental, emotional, social, and economic needs of modern families and a changing society.

Society subscribes to the philosophy that it takes a whole village to raise a child. Teachers are attuned to the needs of the whole child, and they know how to connect children to community resources. Children experience daily instruc-

tion relating to their physical, mental, emotional, and social health. Children become aware that they are responsible for their own healthy state of being.

Parents and consumers are the primary decision makers in the system, which supports the family and child from prebirth through adulthood. Identified needs drive the funding for ready access to coordinated and comprehensive medical, mental, and dental ser-

vices, which are preventative, therapeutic, and rehabilitative.

Freed from threats of poor health, violence, and societal hindrances, children take full advantage of learning opportunities, which prepare them to pursue their goals and dreams. Wrapped in a physically and psychologically safe environment, children are on the path to becoming well-adjusted, responsible, productive, successful caring citizens.

TO ACHIEVE THIS VISION, THE COMMITTEE RECOMMENDS:

- A. all Missouri schools will evaluate the health, wellness, and safety of the children in its community and implement programs to assure preventive practices
- B. every public school in Missouri will have a comprehensive school health program under the direction of a registered professional nurse
- C. all Missouri public schools will have a health advisory committee with representatives of all key stakeholders in the school and community to address health, wellness, and safety issues
- D. all Missouri schools will have a plan for providing a safe environment for all students
- E. all Missouri schools will increase the use of and access to technology to deliver communitywide health education and services

TO ACHIEVE THESE GOALS AND OBJECTIVES, THE COMMITTEE RECOMMENDS:

STATE INITIATIVES

1. promote comprehensive school health programs with these eight components
 - a) health services that promote prevention, case finding, early intervention, and remediation of specific health problems and that provide first aid and triage of illness and injuries
 - b) a documented, planned, and sequential health curriculum, prekindergarten through grade 12, which is age-appropriate and based on students' needs, current and emerging health concepts and societal issues. The curriculum should provide knowledge and skills to enable students to assume personal responsibility for decisions regarding injury prevention, community, consumer and environmental health issues, disease prevention and control, family life/human sexuality, nutrition, personal health, mental health tobacco, alcohol, and other drugs.
 - c) physical education, supported through community recreational programs, that emphasizes lifetime fitness and that promotes an active lifestyle as an aid to physical and mental health
 - d) nutrition and food services that provide nutritionally balanced meals, support health education, and allow students and staff to make healthy dietary choices
 - e) school counselors, social workers, and psychologists who work in partnership with teachers, nurses, and other school personnel to help at-risk students and advocate for a positive school climate
 - f) wellness programs that address the health and well-being of school personnel, strengthening school morale, and enhancing the effectiveness of staff members
 - g) a school environment and climate that contributes to mental comfort, social development, and safety by addressing a wide range of issues, including violence, smoke-, and asbestos-free buildings
 - h) parent and community involvement through an advisory group that provides leadership and support for the school health program
2. encourage the expansion of educational opportunities for all parents that support their understanding of child development and parenting strategies with a special focus on health, wellness, and safety issues
3. promote legislation to fund school health services under the supervision of registered professional school nurses
4. encourage school boards to use additional funding sources, such as the School Children's Health Services Grants, Caring Communities Grants, and Medicaid
5. encourage the inclusion of school nursing as a curricular emphasis area in the educational programs of schools of nursing
6. communicate to schools and communities the benefits of the school nurse as an integral component of a Comprehensive School Health Program
7. provide inservice/preservice opportunities to school administrators, teachers, parents, community agency staff, and school/community advisory councils regarding the keys to successful collaboration
8. use technology (Internet/MoreNet, 800 numbers) and broadcast and print media to provide information and access to education and service information
9. require, through the Missouri School Improvement Program, a school and community health advisory council that is structured to encourage active involvement for all key stakeholders

LOCAL INITIATIVES:

1. form a local school/community coalition or advisory council to assist in implementing and monitoring a comprehensive school health program that includes instruction and preventive health services
2. provide quality health and physical education courses
3. prepare youth for parenthood by covering such topics as child development, parenting strategies, and the family life cycle

4. engage parents as primary partners, planners, and implementers in health, wellness, and safety education
5. provide parent resource centers to offer information and educational resources
6. provide parent support groups to help parents cope with general parenting issues and specific problems and concerns
7. integrate all community prevention activities with a well-defined preschool and grade-school curriculum that targets the community's most pressing issues
8. support community prevention specialists who work with schools and families in high-risk neighborhoods and school districts
9. provide training and technical assistance to parents, churches, schools, libraries, and others on prevention issues and ways to identify and support at-risk populations
10. implement comprehensive guidance programs to ensure that counselors work with students, parents, and teachers to address individual student needs
11. employ school nurses who have been trained in accordance with national standards and who are certified by a state board of nursing
12. implement a school nurse-to-student ratio consistent with national standards
 - 1 to 750, general student population
- 1 to 250, special students
- 1 to 1, severely handicapped students
13. investigate various delivery models of school health services, such as
 - basic services managed by a registered professional nurse with assistance of licensed practical nurses and/or unlicensed assistants
 - delivery of primary care by nurse practitioners and/or doctors in school-based or school-linked integrated services
14. provide a professional growth salary schedule that encourages increased education and skills of nurses
15. make school activity schedules convenient for parents
16. solicit input from students and parents as programs are created and implemented
17. communicate with families and the community through a broad spectrum of multimedia efforts, such as
 - newsletters and flyers
 - cable television access channel
 - electronic networks
 - a library with books, video, and audio tapes and journals
18. make the school available during extended hours for community activities, such as child care, parenting support classes, counseling services, recreational and leisure activities, computer, and multimedia access
19. create and implement volunteer programs
20. create and implement a plan to maintain a safe environment where students, staff, and families always feel welcome and safe
21. develop a community planning team at each school site to
 - research and disseminate information on pressing issues and trends
 - assess the effectiveness of the current school curriculum regarding drug and alcohol prevention, gangs, and violence
 - determine the social, educational, and advocacy needs of families
 - plan and provide access to programs to help educators and community members improve skills and knowledge
22. plan home-based early childhood education programs
23. develop meaningful educational opportunities for students who are in out-of-home placement or who have been absent from the traditional learning environment through
 - cooperation among court officials, human service agencies, school officials, and others to develop flexible educational opportunities
 - collaborative agreements that integrate educational programming with treatment services
 - strategies that integrate vocational and rehabilitative programming, when appropriate

- treatment support services, after care and technical support and training for school officials who are working to reintegrate youth back into the traditional school setting
- 24. ensure a safe and drug-free school environment by developing policies regarding
 - possession and use of drugs
 - possession and use of weapons
 - sexual harassment
- 25. deliver education through multimedia approaches
- 26. provide on-line links to medical facilities
- 27. provide preventive mental health services through comprehensive guidance programs
- 28. provide accessible (school-based and/or school-linked) preventive services by professional health care, mental health, and social service personnel
- 29. share technology and information with all helping services within the community
- 30. provide time for classroom teachers to communicate with the counselor, school nurse, and other members of the health and human services team
- 31. encourage higher education to better prepare teachers to deal with health and family issues
- 32. implement student assistance programs
- 33. identify and implement successful Family Services and support collaborative models such as
 - Caring Communities
 - Children and Adolescent Service System Program (CASSP)
 - Community Partnerships
 - Family Investment Trust
 - First Steps
 - ParentLink
 - Partners in Education
 - Practical Parenting Partnerships
- 34. involve students and parents in planning programs that will develop personal responsibility for contributing to a school environment that is safe and free of drugs and violence. Examples are
 - Drug Awareness Resistance Education (DARE)
 - Students Against Drunk Driving (SADD)
 - Mothers Against Drunk Driving (MADD)
 - Wellness/Just Say No Clubs
 - Conflict Mediation
- 35. use technology (Internet/MoreNet, 800 numbers) and broadcast and print media to provide information and access to education and service information

Health & Human Services—Funding Sources for Local Initiatives

Local Initiative Number →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
FEDERAL PROGRAMS																																			
Goals 2000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Title I*				✓	✓	✓	✓	✓	✓						✓	✓	✓			✓		✓	✓	✓		✓			✓	✓		✓	✓	✓	
Title II—Professional Develop.																																			
Title—IV—SDFSC	✓	✓		✓	✓	✓	✓	✓	✓	✓						✓	✓				✓	✓	✓	✓			✓	✓		✓		✓	✓	✓	
Title VI—Innovations										✓							✓								✓					✓					
Emergency Immigrant																								✓					✓						
Homeless Children & Youth										✓														✓											
Child Care Block Grant																																			
Voc/Adult Basic Ed.																																			
JTPA																																			
JTPA—Dislocated																																			
FUTURES																																			
Learn & Serve	✓															✓	✓		✓	✓														✓	
SACC/Dependent Care																		✓																✓	
School-to-Work Planning					✓		✓			✓	✓									✓		✓		✓											✓
Vocational*—Title II—Part C																																			
Vocational Rehab.—Tech. Prep.																																			
Special Education—K-12																																			
IDEA—Part H						✓	✓										✓	✓																	
IDEA—Professional Develop.					✓	✓	✓											✓	✓																
Medicaid	✓								✓			✓	✓	✓																					
Adult Basic Education/GED				✓	✓		✓		✓							✓		✓		✓	✓			✓	✓	✓									
STATE PROGRAMS																																			
Gifted Education					✓					✓							✓	✓	✓	✓	✓		✓	✓	✓	✓				✓					
Incentives for School Excellence	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓		✓	✓	✓
Video					✓	✓																					✓	✓							
Tech. Aquisition																											✓	✓							
Competitive Tech.																											✓	✓							
Instructional Tech. Entitlement																																			
Instructional Tech. Endeavor																																			
Parents as Teachers					✓	✓	✓			✓														✓											✓
Professional Develop. (Local)		✓											✓										✓												
ESL Support Grants																																			
FL Support Grants																																			
A+ Schools																																			
Caring Communities					✓		✓	✓	✓	✓							✓		✓	✓	✓	✓		✓	✓				✓	✓	✓	✓	✓	✓	✓
Special Ed./Early Childhood					✓	✓	✓										✓	✓					✓									✓			✓

* Title I includes: LEA, By Pass, Capital Expenses/Priv., Program Improvement, Even Start, Migrant/Part C, Neglected/Delinquent

* Vocational Includes: Industrial Education, Agricultural Education, Business Education, Family and Consumer Science Education, Marketing and Cooperative Education

Health & Human Services— Funding Sources for State Initiatives

State Initiative Number →	1	2	3	4	5	6	7	8	9
FEDERAL PROGRAMS									
Goals 2000	✓	✓		✓		✓	✓	✓	✓
Title I*		✓		✓			✓	✓	
Title II—Professional Develop.					✓		✓		
Title IV—SDFSC	✓	✓		✓	✓	✓	✓	✓	
Title VI—Innovations								✓	
Emergency Immigrant									
Homeless Children & Youth									
Child Care Block Grant									
Voc./Adult Basic Ed.									
JTPA									
JTPA—Dislocated									
FUTURES									
Learn & Serve							✓		
SACC/Dependent Care									
School-to-Work Planning							✓	✓	
Vocational*—St./Fed. Leadership									
Vocational Rehab.—Leadership									
Special Education—K-12		✓							
IDEA—Part H							✓	✓	
IDEA—Professional Develop.		✓					✓	✓	
Medicaid	✓			✓					
Adult Basic Education/GED		✓					✓	✓	
STATE PROGRAMS									
Gifted Education								✓	
Remedial Reading									
Incentives for School Excellence	✓	✓		✓		✓	✓	✓	✓
Video		✓						✓	
Tech. Acquisition								✓	
Competitive Tech.									
Instructional Tech. Entitlement									
Instructional Tech. Endeavor									
Parents as Teachers	✓	✓							
Caring Communities		✓			✓				
Special Ed./Early Childhood		✓							

* Title I includes: LEA, By Pass, Capital Expenses/Priv., Program Improvement, Even Start, Migrant/Part C, Neglected/Delinquent

* Vocational Includes: Industrial Education, Agricultural Education, Business Education, Family and Consumer Science Education, Marketing and Cooperative Education

Parent & Community Involvement

THE TASK:

Expand total parent and community involvement in and responsibility for education. Build trust and commitment to lifelong learning to enable all individuals to succeed as productive citizens.

THE VISION:

Parents, educators, public officials, and the business community work together to implement Goals 2000 in every neighborhood, thus providing a positive educational experience for all Missourians.

TO ACHIEVE THIS VISION, THE COMMITTEE RECOMMENDS:

- A. a community culture that has children as its primary focus
- B. availability of convenient, affordable professional development, and lifelong learning opportunities for all Missourians
- C. citizen support for implementing the Goals 2000 state and local plans
- D. availability of education, parent education, and support services to families with children birth through grade 12
- E. access for all students and families to a network of health and human services agencies at a school or nearby site

TO ACHIEVE THE STATE GOALS AND OBJECTIVES, THE COMMITTEE RECOMMENDS:

STATE INITIATIVES:

- | | |
|---|--|
| 1. develop and implement a statewide campaign to make lifelong learning a goal for every Missourian | 6. review programs in other states that allow release/extended time for parent involvement in schools |
| 2. expand programs that serve learners from early childhood through retirement | 7. provide training opportunities for parents and pre-school workers |
| 3. create and fund a statewide team to provide technical advice, and to encourage and motivate schools to implement Goals 2000 strategies | 8. expand availability of developmentally appropriate curriculum and assessment frameworks, such as Project Construct for early childhood education |
| 4. develop a marketing plan aimed at garnering community support for school improvement | 9. continue support and advocacy for increased funding for the Parents as Teachers program to include full funding for parent education and screening services to families with children age five or younger |
| 5. establish evaluation teams to track public awareness of and support for the State Plan | |

- | | | |
|--|--|--|
| <ol style="list-style-type: none"> 10. support and encourage efforts to fund Practical Parenting Partnerships 11. support access to preschool programs for all children 12. support access for all students and families to a network of education and health and human service agencies at a school or nearby site | <ol style="list-style-type: none"> 5. establish community partnerships that recognize and support schools and teachers that demonstrate excellence 6. develop models that allow teachers and/or students to spend quality time in business and industry settings 7. develop activities to encourage partnerships with the business community 8. recognize existing models for community and parent involvement and/or create new models adapted to meet local needs 9. provide professional development opportunities to help teachers improve their teaching and communication skills 10. develop and implement quality programs to serve the educational needs of part-time employees and workers who change jobs 11. promote programs that serve learners from early childhood through retirement 12. involve parents, teachers, students, and community leaders in the assessment of community needs 13. establish standardized codes of student conduct 14. develop and implement a marketing plan aimed at community support for Goals 2000 that will keep parents and community informed about ongoing changes in education and improve communication between the education and | <ol style="list-style-type: none"> business communities 15. convene a coalition of students, teachers, parents, religious leaders, political leaders, business leaders, the media and government and civic leaders to provide input to schools and solicit support for school improvement 16. develop, fund, and implement a school district communications plan 17. implement a developmentally appropriate curriculum and assessment framework, such as Project Construct for early childhood education 18. fully implement the Parents as Teachers program of parent education and screening services to families with children ages five and under 19. implement Practical Parenting Partnerships for families with children in kindergarten through 12th grade 20. provide access to preschool programs for all children 21. work with parents and community leaders to develop and provide before- and after-school programs 22. develop an effective network of local education and health and human services agencies that serve all students and families at a nearby site 23. solicit community involvement and support for programs addressing such issues as drug abuse, drop-outs, and violence to provide funds for programs |
|--|--|--|

LOCAL INITIATIVES:

1. appoint a community team at the district/school level to
 - select, adapt, and secure funding for Goals 2000 initiatives
 - solicit local support for the local improvement plan
 - publicize related activities
 - provide oversight and serve as a resource
 - evaluate initiatives on an ongoing basis
 - promote student-centered decision making that includes parents and community
 - establish procedures for ongoing review and annual evaluation to be used as a basis for further implementation
2. provide convenient opportunities for parents and other community members to collaborate, share information, and gather support on parenting and school issues
3. develop school policies that clearly define the role of parent and community involvement
4. implement activities that inform parents and business

Parent & Community Involvement— Funding Sources for Local Initiatives

Local Initiative Number →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
FEDERAL PROGRAMS																							
Goals 2000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Title I*		✓	✓	✓				✓	✓			✓					✓	✓	✓		✓	✓	
Title II—Professional Develop.									✓														
Title IV—SDFSC		✓											✓								✓	✓	✓
Title VI—Innovations																	✓		✓				
Emergency Immigrant																							
Homeless Children & Youth																						✓	
Child Care Block Grant																							
Voc/Adult Basic Ed.								✓			✓												✓
JTPA				✓		✓	✓			✓													
JTPA—Dislocated										✓													
FUTURES							✓				✓												✓
Learn & Serve		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓			✓						✓		✓
SACC/Dependent Care																							
School-to-Work Planning	✓	✓				✓	✓	✓	✓	✓	✓	✓											
Vocational*—Title II—Part C																							
Vocational Rehab.—Tech. Prep.																							
Special Education—K-12	✓	✓	✓	✓		✓	✓	✓									✓						
IDEA—Part H																				✓			
IDEA—Professional Develop.	✓	✓	✓	✓		✓	✓		✓								✓						
Medicaid																							
Adult Basic Education/GED		✓					✓	✓	✓	✓	✓		✓									✓	✓
STATE PROGRAMS																							
Gifted Education									✓													✓	
Incentives for School Excellence	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Video																							
Tech. Acquisition																							
Competitive Tech.																							
Instructional Tech. Entitlement																							
Instructional Tech. Endeavor																							
Parents as Teachers		✓		✓				✓											✓				
Professional Develop. (Local)	✓			✓												✓	✓	✓	✓				
ESL Support Grants										✓													
FL Support Grants																							
A+ Schools																							
Caring Communities	✓	✓	✓					✓				✓			✓						✓	✓	✓
Special Ed./Early Childhood								✓									✓			✓			

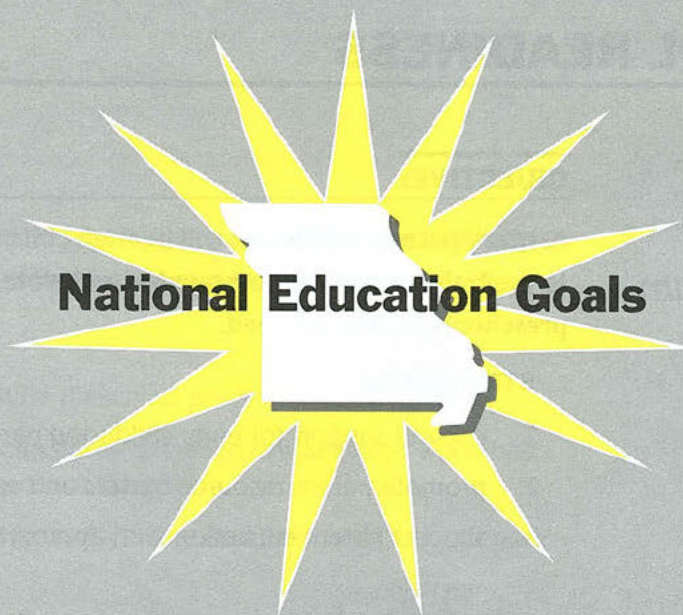
* Title I includes: LEA, By Pass, Capital Expenses/Priv., Program Improvement, Even Start, Migrant/Part C, Neglected/Delinquent

* Vocational Includes: Industrial Education, Agricultural Education, Business Education, Family and Consumer Science Education, Marketing and Cooperative Education

Parent & Community Involvement— Funding Sources for State Initiatives												
State Initiative Number →	1	2	3	4	5	6	7	8	9	10	11	12
FEDERAL PROGRAMS												
Goals 2000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Title I*							✓	✓	✓	✓		✓
Title II—Professional Develop.							✓					
Title IV—SDFSC							✓			✓		✓
Title VI—Innovations												
Emergency Immigrant												
Homeless Children & Youth												
Child Care Block Grant												
Voc./Adult Basic Ed.		✓										
JTPA		✓										
JTPA—Dislocated												
FUTURES		✓										
Learn & Serve		✓										
SACC/Dependent Care												
School-to-Work Planning	✓	✓										✓
Vocational*—St./Fed. Leadership												
Vocational Rehab.—Leadership												
Special Education—K-12							✓	✓				
IDEA—Part H											✓	
IDEA—Professional Develop.			✓				✓	✓				
Medicaid												✓
Adult Basic Education/GED		✓										✓
STATE PROGRAMS			✓				✓	✓			✓	
Gifted Education												
Remedial Reading												
Incentives for School Excellence		✓		✓			✓	✓			✓	✓
Video	✓											
Tech. Aquisition												
Competitive Tech.												
Instructional Tech. Entitlement												
Instructional Tech. Endeavor												
Parents as Teachers		✓					✓		✓			
Caring Communities												✓
Special Ed./Early Childhood						✓				✓		

* Title I includes: LEA, By Pass, Capital Expenses/Priv., Program Improvement, Even Start, Migrant/Part C, Neglected/Delinquent

* Vocational Includes: Industrial Education, Agricultural Education, Business Education, Family and Consumer Science Education, Marketing and Cooperative Education



This section of the State Plan illustrates how Missouri will meet the National Education Goals. Listed under each of the eight goals are objectives, strategies, and benchmarks. The objectives for Missouri have been developed from the national objectives. The strategies were developed from the work of the State Panel. The benchmarks were developed around each goal.

Goal I—SCHOOL READINESS

By the year 2000, all children in America will start school ready to learn

OBJECTIVE:

A. Every parent in Missouri will be their child's first teacher, with access to the training and support needed to devote time every day to helping preschool children succeed.

STRATEGIES:

1. expand support for early childhood parent education programs
2. promote parent resource centers and support groups
3. support parent education with appropriate use of technology

OBJECTIVE:

B. Children will receive the nutrition, physical activity, and health care they need to begin school with healthy minds and bodies and to maintain the mental alertness necessary to be prepared to learn. The number of low-birth-weight babies will be significantly reduced through enhanced prenatal health systems.

STRATEGIES:

1. develop and implement comprehensive school health programs with the advice and assistance of a school and community advisory committee or coalition
2. expand preschool screening programs under the Early Childhood Development Act (ECDA)
3. provide health and human services at school sites
4. encourage collaborative efforts and coordination of initiatives between schools and family support agencies
5. establish communication networks among schools, families, and communities
6. conduct training and technical assistance in identifying and supporting at-risk populations

OBJECTIVE:

C. All children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school.

STRATEGIES

1. advocate for and facilitate preschool programs for all children
2. share school-based professional development activities with child care providers and preschool teachers
3. facilitate the transition from child care and preschool to kindergarten
4. facilitate developmentally appropriate curricula and activities training to preschool and child care providers
5. conduct parent education activities at preschool and child care sites

BENCHMARKS:

- increase the number of mothers receiving early prenatal care
- increase the number of families enrolled in the Parents as Teachers programs
- decrease significantly the number of low-birth-weight children
- increase the percentage of two-year-olds who have been fully immunized against preventable childhood diseases
- increase the number of Caring community sites
- decrease the percentage of children born with health risks
- increase the identification and participation of children with disabilities (birth to four years) in services and programs

Goal II—SCHOOL COMPLETION

By the year 2000, the high school graduation rate will increase to at least 90 percent.

OBJECTIVE:

A. The state will dramatically reduce its school dropout rate and 75 percent of the students who do drop out will earn a high school degree or its equivalent.

STRATEGIES:

1. remove barriers to education by
 - a) focusing on success for all students
 - b) developing alternatives for identifying and serving gifted students
2. provide alternative ways of meeting graduation requirements by
 - a) expanding educational opportunities for non-traditional students
 - b) strengthening workforce partnerships between schools and businesses
3. develop connections to the world of work by
 - a) strengthening work force curricula
 - b) encouraging parents to be teaching partners with the school
 - c) providing a wide range of interesting and active learning opportunities which promote high achievement for all students
4. encourage the use of technology for teaching and learning

OBJECTIVE:

B. Eliminate the gap in high school graduation rates between Missouri students from minority backgrounds and their non-minority counterparts.

STRATEGIES:

1. promote the success of all students on Missouri's knowledge, performance, and skills standards
2. strengthen educational opportunities for minority students
3. identify and promote teaching methods that address the educational needs of diverse student populations
4. use technology to support successful learning of minority populations
5. expand efforts that eliminate obstacles to a student's educational success

6. develop appropriate methods for identifying and serving minority gifted students
7. encourage adoption of textbooks with strong minority role models

BENCHMARKS

- Increase high school graduation rates significantly
- increase GED participation rates
- increase the school completion percentage of all 18-24 year olds with a high school credential
- decrease the percentage of students in grades 9-12 who left school without completing a recognized secondary program

Goal III—STUDENT ACHIEVEMENT AND CITIZENSHIP

By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter, including English, mathematics, science, foreign languages, civics and government, economics, the arts, history, and geography, and every school in America will ensure that all students learn to use their minds well so that they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.

OBJECTIVE:

A. The academic performance of all students at the elementary and secondary level will increase significantly in every quintile, and the distribution of minority students and students with disabilities in each quintile will more closely reflect the student population as a whole.

STRATEGIES:

1. adopt and implement Missouri's knowledge, performance, and skills standards
2. develop curriculum frameworks aligned with Missouri's knowledge, performance, and skills standards
3. develop and implement assessments aligned to Missouri's knowledge, performance, and skills standards and with proficiency levels at benchmark grades
4. provide state advisory teams to assist schools whose students are not meeting the state's high academic standards
5. encourage the appropriate use of technology to improve teaching and learning
6. promote teaching methods that help assure the success of diverse learners
7. encourage continuous local assessment of student learning and desegregation of data for special populations
8. support research-based professional development about how children learn and identify children to those strategies
9. promote the role of teachers as facilitators of learning
10. encourage the role of administrators as instructional leaders
11. focus on all students meeting high standards

OBJECTIVE:

B. The percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.

STRATEGIES:

1. adopt and implement Missouri's knowledge, performance, and skills standards
2. develop curriculum frameworks aligned with Missouri's knowledge, performance, and skills standards
3. develop and implement assessments aligned to Missouri's knowledge, performance, and skills standards and with proficiency levels at benchmark grades
4. encourage the appropriate use of technology to improve teaching and learning
5. encourage continuous local assessment of student learning using a variety of performance assessment tools
6. support research-based professional development about how children learn
7. promote the role of teachers as facilitators
8. encourage the role of administrators as instructional leaders

OBJECTIVE:

C. All students will be involved in activities that promote and demonstrate good citizenship, good health, and community involvement.

STRATEGIES:

1. encourage implementation of student volunteer programs for community projects and services
2. provide wellness/prevention programs focusing on healthy lifestyles

CONTINUED

Goal III—Student Achievement and Citizenship

OBJECTIVE:

D. All students will have access to and are actively participating in physical education and health education to ensure they are healthy and fit.

STRATEGIES:

1. adopt and implement Missouri's knowledge, performance, and skills standards in the area of physical education and health education
2. develop curriculum frameworks aligned with Missouri's knowledge, performance, and skills standards in the area of physical education and health education
3. develop and implement assessments aligned to Missouri's knowledge, performance and skills standards in the area of physical education and health education and with proficiency levels at benchmark grades
4. provide state advisory teams to assist schools whose students are not meeting high academic standards
5. encourage the appropriate use of technology to improve teaching and learning
6. develop challenging instructional materials aligned to the state content, performance, and skills standards

OBJECTIVE:

E. The percentage of all students who are competent in more than one language will substantially increase.

STRATEGIES:

1. encourages the appropriate use of technology to improve teaching and learning
2. develop challenging instructional materials aligned to the state content, performance, and skills standards
3. promote the introduction of foreign languages in the elementary grades
4. encourage the mastery of at least one foreign language by high school graduates

OBJECTIVE:

F. All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

STRATEGIES:

1. adopt and implement Missouri's knowledge, performance, and skills standards, which include standards calling for students to understand the implications of diversity in the United States and the world
2. develop curriculum frameworks aligned with Missouri's knowledge, performance, and skills standards
3. develop and implement assessments aligned to Missouri's knowledge, performance, and skills standards and with proficiency levels at benchmark grades
4. encourage the appropriate use of technology to improve teaching and learning
5. develop challenging instructional materials aligned to Missouri's knowledge, performance, and skills standards
6. develop and support inservice training in multicultural diversity
7. encourage the use of instructional materials and experiences that instruct students about other cultures

BENCHMARKS:

- increase the MMAT scores until the performance-based assessments are available
- increase the number of students graduating from high school with a College Preparatory Studies Certificate
- increase the ACT composites scores
- increase the number of students taking the Core Curriculum in high school
- increase the percentage of students who score at the Proficient or Advanced level in reading (NAEP)
- increase the percentage of students who score at the Proficient or Advanced level in math (NAEP)
- increase in number of Advance Placement examination receiving grades of 3 or higher in: English, Math, Science, Foreign Language, Civics and Government, Economics, Fine Arts, History
- decrease pupil-teacher ratio in grades K-3
- increase the number of schools that provide a career track for non-college bound students
- increase equity across school districts via the foundation formula

Goal IV—MATHEMATICS AND SCIENCE

*By the year 2000,
United States students
will be first in the world in
mathematics and science
achievement.*

OBJECTIVE:

A. Mathematics and science education, including the metric system of measurement, will be strengthened throughout the system, especially in the early grades.

STRATEGIES:

1. implement the Missouri academic performance standards and frameworks for math and science
2. develop and implement statewide assessments aligned to the state's content, performance, and skills standards
3. expand active learning opportunities through the use of technology
4. make performance assessments available for classroom use
5. encourage frequent communication between schools and business/industry to assess math and science needs in the changing work force
6. evaluate and disseminate effective math and science programs

OBJECTIVE:

B. The number of teachers with a substantive background in mathematics and science, including the metric system of measurement, will increase by 50 percent.

STRATEGIES:

1. ensure authentic assessment training for all teachers
2. increase the availability of math and science professional development activities aligned with the state's knowledge, performance, and skill standards
3. encourage professional development activities that promote effective, research-based teaching strategies in math and science
4. institute competency-based teacher certification

OBJECTIVE:

C. The number of Missouri's undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering, will increase significantly.

STRATEGIES:

1. emphasize science, math, and technology literacy for all students
2. develop and train teachers to use classroom practices which foster gender and racial equity in math and science
3. encourage math and science careers for women and minority populations
4. model positive attitudes regarding gender and racial equity in math and science
5. identify quality math and science programs that address both gender and racial equity
6. encourage grants from private resources for women and minorities to complete degrees in mathematics, science, and engineering

BENCHMARKS:

- increase ACT Math scores
- increase ACT Science scores
- increase MMAT Math scores or Performance-Based Math assessment depending on availability
- increase MMAT Science scores or Performance-Based Science Assessment depending on availability
- increase the percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with the 3 highest achieving nations
- increase the percentage of public school 8th graders whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week
 - work with measuring instruments or geometric solids at least once a week
- increase the percentage of public school 8th graders
 - whose mathematics teachers heavily emphasize
 - algebra and functions
 - developing reasoning ability to solve unique problems
 - communicating mathematics ideas
 - who have computers available in their mathematics classroom
 - who use calculators in mathematics class at least once a week
- increase mathematics and science degrees as a percentage of all degrees awarded to:
 - all students
 - minorities (Blacks, Hispanics, American Indians)
 - females

Goal V—ADULT LITERACY AND LIFELONG LEARNING

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

OBJECTIVE:

A. A wide range of Missouri businesses will be involved in strengthening the connection between education and work.

STRATEGIES:

1. implement the School-to-Work State Plan
2. identify and enlist the support of business partners who are currently involved in and supporting activities that link school and work and encourage them to promote the concept to their peers
3. inform businesses about the benefits of a comprehensive school-to-work system, especially for their profit/loss margin.
4. encourage businesses to provide teacher and student job shadowing and internships in business and industry settings
5. build upon and expand the operation of vocational and technical schools, and post-secondary schools that offer hands-on occupational and technology training, apprenticeships, internships, on-the-job training, and customized training opportunities

OBJECTIVE:

B. All workers will have the opportunity to acquire the knowledge and skills needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational and technical workplaces, or other programs.

STRATEGIES:

1. implement the School-to-Work State Plan
2. identify and overcome obstacles and barriers that keep learners from gaining adequate education and work experience
3. assist businesses/schools/communities in establishing work experience opportunities and implementing them
4. establish communication links, increase curriculum articulation, and create new partnerships among businesses and vocational, secondary, and post-secondary schools and work experience programs
5. encourage the use and support of vocational and technical schools by business and industry through customized training and work site experience articulation

6. build upon and expand the operation of vocational and technical schools that offer hands-on occupational and technology training, apprenticeships, internships, on-the-job training, and customized training opportunities
7. utilize both business and school technology to bring various training opportunities to areas where they don't physically exist
8. increase the involvement of parents, business people, and other community members in the educational and lifelong learning process through school-to-work partnerships
9. provide preservice and inservice training to educators at all levels in the integration of academic and occupational skills and standards
10. encourage and empower schools to provide nontraditional learning experiences and flexible schedules so that ALL learners may participate in their school-to-career transition

OBJECTIVE:

C. The number of quality programs designed to effectively serve the needs of the growing number of part-time and mid-career students will increase substantially.

STRATEGIES:

1. encourage schools to provide non-traditional learning environments and flexible schedules
2. provide career decision and planning activities through One-Stop Career Centers, Community-Based Organizations, Community Education programs, Adult Education programs, Post-secondary Institutions, customized training services, and School-to-Work Partnership activities
3. identify and disseminate information about "Best Practice Programs" currently providing quality services to this target population
4. encourage and provide incentives for Best Practice Programs to be replicated in all regions of the state
5. strengthen communication link and collaboration between education and business through existing school-to-work partnerships to identify needs and resources available to serve the part-time and mid-career student

CONTINUED

Goal V—Adult Literacy and Lifelong Learning

OBJECTIVE:

D. The proportion of all students entering college and other post-secondary institutions completing their chosen program will increase substantially.

STRATEGIES:

1. develop and support high-quality community education programs
2. promote career awareness, career exploration, and career decision-making activities at all levels to include some form of work site experience
3. encourage the use of individual career plans based on students' interests and aptitudes no later than the beginning of the ninth-grade year
4. increase the number and scope of articulation agreements between secondary and post-secondary institutions for all career majors

OBJECTIVE:

E. The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.

STRATEGIES:

1. implement Missouri's knowledge, performance, and skills standards and the School-to-Work State Plan
2. bring relevance to the classroom through school-based learning, work-based learning, and connecting activities
3. strengthen communication links and create new collaborations among businesses and vocational, secondary, and post-secondary schools in order to modify the existing curriculum and work in partnership to meet this goal

OBJECTIVE:

F. Schools implementing comprehensive parent involvement programs will offer more adult literacy, parent training, and lifelong learning opportunities to improve the ties between home and school and enhance parents' work and home lives.

STRATEGIES:

1. develop and support high-quality community education programs
2. promote expansion of models such as Parents as Teachers, Practical Parenting Partnerships, Even Start, and Adult Basic Education
3. strengthen and support high-quality community education programs
4. identify barriers to participation of parents in such programs and enlist the help of other community partners to overcome those barriers. (example: child care for a single parent participating in an adult basic education program might be provided by a civic organization within the community.)

BENCHMARKS:

- increase the percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy
- increase the number served by Adult Basic Education
- increase the number of incarcerates taking and passing the GED
- increase the academic enrollment at correctional facilities
- increase the percentage of all Missouri citizens
 - registered to vote
 - voting
- increase the percentage of high school graduates in the state who immediately enrolled in two- or four-year colleges in any state
- increase the number of businesses participating in school-to-work partnerships or activities
- increase the degree of customer satisfaction with training through offered customized training and school-to-work
- a “Best Practice Program” will be identified and cataloged for each labor market area in the state during the first year. At least one additional program will be initiated and cataloged each year thereafter until services are available for every learner
- the overall level of employer satisfaction will increase significantly as determined by comparing current survey results with results of a survey to be completed in the year 2000
- increase the number of adult literacy, parent training, and life long learning opportunities offered by schools

Goal VI—SAFE, DISCIPLINED, AND ALCOHOL AND DRUG-FREE SCHOOLS

By the year 2000, every school in the United States will be free of drugs, violence and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

OBJECTIVE:

A. Parents, businesses, and governmental and community organizations will work together to ensure the rights of students to study in a safe, secure, and healthy environment.

STRATEGIES:

1. promote comprehensive school health programs that provide a safe and healthy school environment and emphasize preventive practices
2. promote parent resource centers and support groups
3. encourage the expansion of school-linked health and social services
4. provide training and technical assistance in identifying and removing conditions that place students at risk
5. support the use of school counselors, social workers, and school nurses to address individual student needs
6. promote schools where children, parents, educators, and community members feel involved and welcome

OBJECTIVE:

B. Every local educational agency will develop and implement a policy to ensure that all schools are free of violence and the unauthorized presence of weapons.

STRATEGIES:

1. ensure that school policies are consistent with state and federal statutes
2. involve the community and law enforcement in developing policies regarding violence and the unauthorized use of weapons
3. provide technical assistance to schools developing policies regarding violence and the unauthorized use of weapons

OBJECTIVE:

C. Every Missouri school district will develop a sequential, comprehensive, health education curriculum, kindergarten-through-twelfth-grade, that includes drug and alcohol prevention education.

STRATEGIES:

1. implement the State's knowledge and performance standards in the area of health
2. implement health, wellness, and safety education for children and families that emphasizes preventive practices
3. implement a comprehensive school health that includes and integrates health services, health instruction, physical education services, and counseling
4. develop and implement education and prevention programs that empower young people and communities to cope with difficult societal issues
5. support vocational and rehabilitation programs in schools

OBJECTIVE:

D. Community-based teams should be organized to provide students and teachers with needed support.

STRATEGIES:

1. approach violence, neglect, drug abuse, and teenage pregnancy from a communitywide perspective
2. expand programs that support parents as primary partners in health, wellness, and safety education societal issues
3. encourage the integration of community prevention activities with the school curriculum
4. promote the use of community prevention specialists who collaborate with schools containing high-risk students
5. develop and promote education/prevention programs and support groups that assist young people, parents, and communities in coping with difficult situations

CONTINUED

Goal VI—Safe, Disciplined, and Alcohol and Drug-Free Schools

OBJECTIVE:

E. Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.

STRATEGIES:

1. ensure that school policies are consistent with state and federal statutes
2. involve the community and law enforcement in developing policies regarding the use, possession, and distribution of drugs and alcohol
3. provide technical assistance to schools developing policies regarding the use, possession, and distribution of drugs and alcohol

OBJECTIVE:

F. Every school should work to eliminate sexual harassment.

STRATEGIES:

1. provide training and technical assistance to school staff in identifying and eliminating sexual harassment
2. develop and implement school policies dealing with sexual harassment
3. include standards and consequences of student sexual harassment in discipline policies

BENCHMARKS:

AT SCHOOL:

- decrease the percentage of public high school students who reported using the following at least once at school during the past 30 days
 - alcohol
 - marijuana
- decrease the percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months

OVERALL:

- decrease the percentage of public high school students who reported during a specified period
 - using marijuana or cocaine
 - carrying a weapon on school property
 - staying away from school because they did not feel safe
 - being involved in a physical fight on school property
- decrease the percentage of public secondary school teachers who reported that student behavior interferes with their teaching

Goal VII—TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

By the year 2000, the nation's teaching force will have access to programs for the continued improvement of its professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

OBJECTIVE:

A. Missouri school districts will create integrated strategies to attract, recruit, prepare, retrain, and support the continued professional development of teachers, administrators, and other educators.

STRATEGIES:

1. continue state and local professional development funding and activities as authorized under Senate Bill 380
2. support the growth and use of professional development centers
3. evaluate existing practices in predicting teachers' supply and demand
4. develop strategies to recruit a talented and diverse educator work force
5. develop and implement competency-based teacher and administrator certification
6. develop and implement standards-based accreditation of teacher training institutions
7. encourage the development and implementation of professional development schools
8. encourage the analysis of portability of certifications and pensions with systems outside the State of Missouri
9. expand professional development programs that model a variety of methods and techniques
10. establish criteria for identifying successful professional development programs and recognize and disseminate information about those successful programs
11. make educators' salaries competitive with business and industry

OBJECTIVE:

B. All teachers will have access to preservice and inservice teacher education activities that will provide them with the knowledge and skills needed to teach challenging subject matter to an increasingly diverse student population using effective teaching methods, assessments, and technologies.

STRATEGIES:

1. continue support of state and local professional development funding and activities as authorized under Senate Bill 380
2. encourage professional development strategies that are collaboratively designed, implemented, coordinated, and evaluated and that include
 - linkages among school needs, district goals, mission, and state standards, student assessment, accountability procedures, and research and school improvement plans
 - teachers as planners, creators, and deliverers of the professional knowledge base
 - commitment to substantive professional growth, development, and lifelong learning
 - varied learning opportunities that match different levels of professional knowledge and development
 - continuous assistance, support, and peer coaching
 - appropriate technology
 - continuous development of the professional knowledge base that addresses the needs of diverse learners
3. support professional development that focuses on growth and that regards educators and other members of the school community as resources (e.g., parents, human services providers, business)
4. support school leaders in promoting a climate for educational innovation and improvement
5. ensure equitable access to professional development opportunities for all educators
6. support inclusion of professional development activities in employment contracts and in the educational workplace
7. support the teacher training institutions in integrating Missouri's knowledge, performance, and skills standards and assessments into their preservice curriculum
8. support the growth and use of the regional professional development centers

CONTINUED

Goal VII—Teacher Education and Professional Development

OBJECTIVE:

C. Partnerships will be established whenever possible among local educational agencies, institutions of higher education, parents, and local labor, business and professional associations to provide and support programs for the professional development of educators.

STRATEGIES:

1. support the growth and use of professional development activities offered through organizations such as: the Parents as Teachers National Center, the Practical Parenting Partnership Center, the Project Construct National Center, the Accelerated Schools Centers, the Leadership Academy, the STARR program, RE: Learning, Center for Innovations in Special Education, Map 2000, etc.
2. encourage communication and joint programming among colleges of liberal arts and sciences and teacher educators, school district professional development committees, and professional development and human service providers
3. ensure equitable access to professional development opportunities for all educators
4. develop Missouri Department of Elementary and Secondary Education staff to provide appropriate technical assistance to school districts and colleges and universities

BENCHMARKS:

- increase the percentage of public secondary school teachers who hold an undergraduate or graduate degree in their main teaching assignment
- increase the percentage of public secondary school teachers who hold a teaching certificate in their main teaching assignment
- increase the percentage of public school teachers who reported that they participated in inservice or professional development programs on the following topics during a given year
 - uses of education technology
 - methods of teaching subject field
 - student assessment

- increase the percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students
- increase the percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher

Goal VIII—PARENTAL PARTICIPATION

By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

OBJECTIVE:

A. Every school in Missouri will actively engage parents and families in a partnership that supports the academic work of children at home and shared educational decision making at school.

STRATEGIES:

1. establish and support programs and activities that provide training to parents to assist them in their roles as the child's teacher
2. create new and expand existing frameworks of community and parent involvement such as Practical Parenting Partnerships
3. expand site-based management models, such as the Accelerated Schools Project, that engages parents in the decision-making process

OBJECTIVE:

B. Missouri will develop policies to assist local schools to establish programs for increasing partnerships that respond to the varying needs of parents and the home, including parents of children who are disadvantaged, bilingual, and disabled.

STRATEGIES:

1. inform Missourians about educational changes that affect lifelong learning
2. create new and expand existing frameworks of community and parent involvement, such as Practical Parenting Partnerships
3. encourage policies that allow teachers and students to spend quality time in business and industry settings

OBJECTIVE:

C. Parents and families will help to ensure that schools are adequately supported and will hold schools and teachers to high standards of accountability.

STRATEGIES:

1. inform parents and families about the state's knowledge, performance, and skills standards and assessments

2. inform parents and families about the school's public accountability requirements contained in Senate Bill 380
3. assist coalitions of community organizations and leaders to educate the public and solicit support for curriculum changes today to meet the needs of a changing society
4. inform parents and families about this state plan and the state's technology plan
5. develop a set of standards for parent involvement

BENCHMARKS:

- by the year 2000 all schools shall meet the MSIP standard that addresses informing parents and families of the "Show-Me" standards and assessments
- during the 1996-97 school year, all school districts will develop and distribute to their patrons a district report card in compliance with Senate Bill 380
- within six months after publication of the state plan and the technology plan, DESE will provide a broad range of media to inform Missouri parents and families of the State Plan
- increase the number of families served by Parents as Teachers
- increase the number of children receiving services in the First Steps program
- increase participation in the Missouri Parent-Teacher Association
- decrease the percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem
- increase the percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies
 - establishing curriculum
 - hiring new full-time teachers
 - setting discipline policy

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Glossary

CURRICULUM AND ASSESSMENT

Active Learner

The student is the focus and is an active participant in the instructional process, not just the recipient of information.

Effective Teaching Strategies

Teaching is a complex art and science that lies at the heart of the current educational reform effort. The success of students in any curriculum depends on the abilities of the teacher. Therefore, professional development is critical in any effort designed to increase student success. Effective teachers create an environment in which they and their students work together as active learners. Students actively construct knowledge through a process that is individual and social while teachers expand their own knowledge about learning and teaching. To identify effective teaching strategies, we must be aware that:

- What people learn is greatly influenced by how they are taught.
- Teachers' actions are deeply influenced by their personal vision and by their understanding of and relationship to their students.

PROFESSIONAL DEVELOPMENT

Individually Guided Staff Development

The learner designs learning activities appropriate to individual needs.

Inquiry

Teachers formulate questions about their own practice and pursue objective answers to those questions. Inquiry involves identification of a problem, data collection and analysis and changes in practice with additional data collection. The inquiry can be done individually or in small groups. This model is built on a belief that the mark of a professional teacher is the ability to take "reflective action."

Involvement in a Development/Improvement Process

Systematic school improvement processes typically involve assessing current practices and establishing goals with implementation strategies to improve student learning.

Observation/Peer Coaching Assessment

Instructional practices are improved and modified through classroom observation and feedback.

Training

An expert presenter selects the objectives, learning activities and outcomes. Effective training programs may include exploration of theory, demonstration of practices, supervised trial of new skills with feedback on performance and coaching in the workplace.

HEALTH AND HUMAN SERVICES

Health

A state of complete physical, mental and social well-being and not merely the absence of disease and infirmity. A quality of life involving dynamic interaction and independence among the individual's physical well-being, his (sic) mental and emotional reactions, and the social complex in which he (sic) exists. (*Joint Committee on Health Education, 1990*)

Health Promotion and Disease Prevention

Health promotion and disease prevention is the aggregate of all purposeful activities designed to improve personal and public health through a combination of strategies, including the competent implementation of behavioral change strategies, health education, health protection measures, risk factor detection, health enhancement and health maintenance. (*Joint Committee on Health Education, 1990*)

PARENT AND COMMUNITY INVOLVEMENT

A World of Difference/Harmony in a World of Difference

A community program designed to improve race relations, increase understanding among diverse groups, and reduce prejudice in schools, businesses, religious groups and the community at large. (*Kansas City and St. Louis model programs*)

Baseline (Star Baseline)

A two-day program designed to give participants a personal awareness of the impact of alcohol, tobacco and other drugs on individuals, families and communities. By examining personal ideas and opinions, a process is begun to plan for working together to deal with this issue.

Community 2000

A program that tailors alcohol and drug abuse prevention efforts to individual communities. Administered by the Missouri Division of Alcohol and Drug Abuse.

Continuing Education

Learning opportunities provided to the community through workshops, seminars and non-credit courses.

DARE

Drug Abuse Resistance Education

DECA

Distributive Education Clubs of America

FBLA

Future Business Leaders of America

FFA

Future Farmers of America

FHA

Future Homemakers of America

FTA

Future Teachers Association

NAEYC

National Association for the Education of Young Children

One-Stop-Shop

Central site for the dissemination of social services.

Outreach

A two-way communication system established between public schools and all constituents in order to create a trust that values the opinions and perceptions of diverse populations.

ParentLink

A network of Missourians committed to ensuring that every child grows up in a safe, healthy and nurturing environment.

Parents as Teachers (PAT)

A nationally acclaimed parent education program which promotes the basic philosophy that parents are the child's first and foremost teachers. The program increases parents' knowledge of child development and builds their parenting skills.

Practical Parenting Partnerships (PPP)

A primary prevention program offered through school districts to parents, students and educators. The program is designed to support adults in their roles as educators and nurturers of school-age children.

Parent-Teacher Association or Parent-Teacher-Student Association. (PTA/PTSA)

A volunteer parent involvement and child advocacy organization providing services and programs at the local, state and national levels.

Parent-Teacher Organization (PTO)

A parent organization without state and national affiliation based in a local school.

School Advisory Committee (SAC)

A group of parents, teachers and other community people who provide advice and help the building administrator plan for the school.

SADD

Students Against Drunk Driving

School of the 21st Century

A comprehensive child care program designed by Dr. Edward Zigler, Yale University, serving children from birth to 12 years. It provides for the social, emotional, physical and intellectual growth of each child through six components:

- Parents as Teachers
- Before-and-after school care, including half-day child care for children in kindergarten
- Child care for children 3-5 years old
- Neighborhood day care networking
- Information and referral networking
- Medical screenings and components.

Teen Baseline

A one-day training designed to let teens look at the choices they are making regarding alcohol, tobacco and other drugs and decide how they feel about their choices.

Title I

A federal program providing, among other things, preschool funding for economically disadvantaged children in public school districts.

Statewide Programs

CURRICULUM AND ASSESSMENT

A World of Difference	
Kansas City	402-333-1303
St. Louis	314-432-6873
Accelerated School Program	573-751-3168
Adult Literacy Programs in Schools (GED)	573-751-3504
Applied Technology Grants	573-751-9095
Caring Communities	573-751-2586
Curriculum Frameworks	573-751-2625
DARE	573-751-5997
Drug-Free School Zones	573-751-9053
Interactive Distance Learning	573-751-9095
Interactive TV	573-751-9095
KSAM, Ernie Kern	573-651-2000
Leadership Academy	573-751-6833
Learn and Serve American Grant	573-526-4824
Learning Exchange in Kansas City	816-751-4100
MADD	573-636-2460
MAP 2000	573-751-3545
Math Attack	573-751-4608
Missouri Mastery and Achievement Test	573-751-3545
Missouri School Improvement Plan	573-751-4426
Model Guidance Program	573-751-7966
MOREnet	573-884-7200
Odyssey of the Mind	816-836-2607
Outstanding Schools Waiver	573-751-4446
Parents As Teachers	573-751-2095
Practical Parenting Partnerships	573-526-2790
Principal Academy in St. Louis	314-576-5111, ext. 132
Principal Assessment Center	573-751-1370
Project Construct	573-751-2095
PTA	573-474-8631
Pupil-Teacher Ratio Reduction	573-751-3175
ReLearning Program	573-751-2332
Regional Professional Development Centers	573-751-2200
SADD	508-481-3568
School-To-Work State Plan	573-751-4192
Science Attack	573-751-4608
Show-Me Standards	573-751-4234
Special Olympics	573-635-1660
STARR Teacher Program	573-526-1469
State Conferences	
Administrator's	573-751-3503
At-Risk	573-751-0357
Coalition of Essential Schools	573-751-6513
Comprehensive School Health	573-751-2625

Diversity	573-751-8408
Interface	573-751-2625
Math	573-751-2625
Science	573-751-2625
Technology/Teleconferencing	573-751-9094
Title I/Spring	573-751-2643
Vocational	573-751-3500
Write-to-Learn	573-751-4898
Superintendent Assessment Center	573-751-1370
TREND	314-962-5124
Vocational Classes & Education	573-751-3500
Vocational-Technical Education Grants	573-751-2660

PROFESSIONAL DEVELOPMENT

Department of Conservation Teacher Training	573-751-4115
Leadership Academy for School Administrators	573-751-6833
Regional Professional Development Centers	573-751-2200

GOVERNANCE AND ADMINISTRATION

MSIP Standards Manual	573-751-4426
State and Federal Administrative Rules and Regulations	
(Contact the specific program representative)	

PARENT AND COMMUNITY INVOLVEMENT

A World of Difference	
Kansas City	402-333-1303
St. Louis	314-432-6873
Community 2000	573-442-9190
Continuing Education	573-751-2660
DARE	573-751-5997
DECA	573-751-4367
FBLA	573-751-3926
FFA	573-751-8578
FHA	573-751-6878
MADD	573-636-2460
Parent-Link	800-552-8522
Parents as Teachers	573-751-2095
PPP—Practical Parenting Partnerships	573-526-2790
PTA/PTSA	573-474-8631
SADD	508-481-3568
TREND	314-962-5124

Local Ideas and Initiatives

The following ideas and initiatives are presented by the subcommittees as a tool that local improvement plans may use to improve the educational process of their schools. DESE does not necessarily endorse the listed ideas and initiatives.

CURRICULUM AND ASSESSMENT

Apprenticeship Programs
 Baseline/Teen Baseline
 Business and Education Partnerships
 Career Awareness Programs (Co-Op, Sales/Marketing Placement Days and Supervised Office Experience)
 Career Days
 Class Within a Class
 Community Centers
 Community Service
 Cooperative Learning Techniques
 Drug and Alcohol Program
 District Mentoring Programs
 District Professional Development Committees
 Electronic Portfolio
 Enrichment Summer School
 First Grade Reading and Math
 Grandparent Days
 H.O.T.S. Program
 Infant Care Programs for students
 Integrated Classes
 InterNet
 Internships
 Job Shadowing
 Job Sharing Programs
 Junior Achievement
 Leader 1 2 3 Program
 Legislation Day
 Library Extended Hours Program
 Magnet Schools
 Math Bowls
 Parent Computer Training
 Parenting Seminars
 Peer Mediation
 President's Physical Fitness Program
 Professional Organizations (example ASCD)
 Professional Teacher Association Conferences
 Professional Teacher Organizations (NEA, MSTA, AFT, etc.)

PTO
 REACH
 School Advisory Boards/Councils
 School Parent/Teacher Conferences
 Science Bowls
 Senior Citizen Days
 Senior Citizen Volunteers
 Simulations
 Superintendent Advisory Council
 Tutoring and Mentoring Programs
 University Summer Institutes
 Video Field Trip
 Volunteer Programs

PROFESSIONAL DEVELOPMENT

Advance Placement Summer Institutes
 Environmental Training for Teachers
 Training for Literacy Teachers

PARENT AND COMMUNITY INVOLVEMENT

Adopt-A-School
 After-School Programs
 Back-to-School (Ohio)
 Baseline (Star Baseline/Teen Baseline)
 Community Support Network
 FTA—Future Teachers Association
 Junior Achievement
 NAEYC
 One-Stop-Shop
 Outreach
 Peer Mediation
 Project Charlie
 PTO—Parent-Teacher Organization
 SAC—School Advisory Committee
 School Advisory Council
 School of the 21st Century

The Show-Me Standards

OVERVIEW OF PERFORMANCE STANDARDS

All Missourians are eager to ensure that graduates of Missouri's public schools have the knowledge, skills and competencies essential to leading productive, fulfilling and successful lives as they continue their education, enter the work force and assume their civic responsibilities. Schools need to establish high expectations that will challenge all students to reach their maximum potential. To that end, the Outstanding Schools Act of 1993 called together master teachers, parents and policy-makers from around the state to create Missouri academic standards. These standards are the work of that group.

The standards are built around the belief that the success of Missouri's students depends on both a solid foundation of knowledge and skills *and* the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate.

The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over and acts as a springboard to success beyond the classroom.

These standards for students are not a curriculum. Rather, the standards serve as a blueprint from which local school districts may write challenging curriculum to help all students achieve their maximum potential. Missouri law assures local control of education. Each school district will determine how its curriculum will be structured and the best methods to implement that curriculum in the classroom.

THE ACADEMIC STANDARDS ARE GROUPED AROUND FOUR GOALS:

- Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.
- Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.
- Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.
- Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

*Approved as a final regulation by
the Missouri State Board of
Education, January 18, 1996*

GOAL 1: Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to

1. develop questions and ideas to initiate and refine research
2. conduct research to answer questions and evaluate information and ideas
3. design and conduct field and laboratory investigations to study nature and society
4. use technological tools and other resources to locate, select and organize information
5. comprehend and evaluate written, visual and oral presentations and works
6. discover and evaluate patterns and relationships in information, ideas and structures
7. evaluate the accuracy of information and the reliability of its sources
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies
10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

GOAL 2: Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to

1. plan and make written, oral and visual presentations for a variety of purposes and audiences
2. review and revise communications to improve accuracy and clarity
3. exchange information, questions and ideas while recognizing the perspectives of others
4. present perceptions and ideas regarding works of the arts, humanities and sciences
5. perform or produce works in the fine and practical arts
6. apply communication techniques to the job search and to the workplace
7. use technological tools to exchange information and ideas

GOAL 3: Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to

1. identify problems and define their scope and elements

2. develop and apply strategies based on ways others have prevented or solved problems
3. develop and apply strategies based on one's own experience in preventing or solving problems
4. evaluate the processes used in recognizing and solving problems
5. reason inductively from a set of specific facts and deductively from general premises
6. examine problems and proposed solutions from multiple perspectives
7. evaluate the extent to which a strategy addresses the problem
8. assess costs, benefits and other consequences of proposed solutions

GOAL 4: Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to

1. explain reasoning and identify information used to support decisions
2. understand and apply the rights and responsibilities of citizenship in Missouri and the United States
3. analyze the duties and responsibilities of individuals in societies
4. recognize and practice honesty and integrity in academic work and in the workplace
5. develop, monitor and revise plans of action to meet deadlines and accomplish goals
6. identify tasks that require a coordinated effort and work with others to complete those tasks
7. identify and apply practices that preserve and enhance the safety and health of self and others
8. explore, prepare for and seek educational and job opportunities

OVERVIEW OF KNOWLEDGE STANDARDS

Missouri students must build a solid foundation of factual knowledge and basic skills in the traditional content areas. The statements listed here represent such a foundation in reading, writing, mathematics, world and American history, forms of government, geography, science, health/physical education and the fine arts. This foundation of knowledge and skills should also be incorporated into courses in vocational education and practical arts. Students would acquire this knowledge base at various grade levels and through various courses of study. Each grade level and each course sequence should build on the knowledge base that students have previously acquired.

These concepts and areas of study are indeed significant to success in school and in the workplace. However, they are neither inclusive nor are they likely to remain the same over the years. We live in an age in which “knowledge” grows at an ever-increasing rate, and our expectations for students must keep up with that expanding knowledge base.

Combining what students must know and what they must be able to do may require teachers and districts to adapt their curriculum. To assist districts in this effort, teachers from across the state are developing curriculum frameworks in each of the content areas. These frameworks show how others might balance concepts and abilities for students at the elementary, middle and secondary levels. These models, however, are only resources. Missouri law assures local control of education. Each district has the authority to determine the content of its curriculum, how it will be organized and how it will be presented.

COMMUNICATION ARTS

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
2. reading and evaluating fiction, poetry and drama
3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. participating in formal and informal presentations and discussions of issues and ideas
7. identifying and evaluating relationships between language and culture

FINE ARTS

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2. the principles and elements of different art forms
3. the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts

4. interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. visual and performing arts in historical and cultural contexts

HEALTH/PHYSICAL EDUCATION

In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. structures of, functions of, and relationships among human body systems
2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
3. diseases and methods for prevention, treatment and control
4. principles of movement and physical fitness
5. methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
6. consumer health issues (such as the effects of mass media and technologies on safety and health)
7. responses to emergency situations

MATHEMATICS

In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
2. geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
3. data analysis, probability and statistics
4. patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
5. mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
6. discrete mathematics (such as graph theory, counting techniques, matrices)

SCIENCE

In Science, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. properties and principles of matter and energy
2. properties and principles of force and motion
3. characteristics and interactions of living organisms
4. changes in ecosystems and interactions of organisms with their environments
5. processes (such as plate movement, water cycle, air flow) and interactions of Earth's biosphere, atmosphere, lithosphere and hydrosphere
6. composition and structure of the universe and the motions of the objects within it
7. processes of scientific inquiry (such as formulating and testing hypotheses)
8. impact of science, technology and human activity on resources and the environment

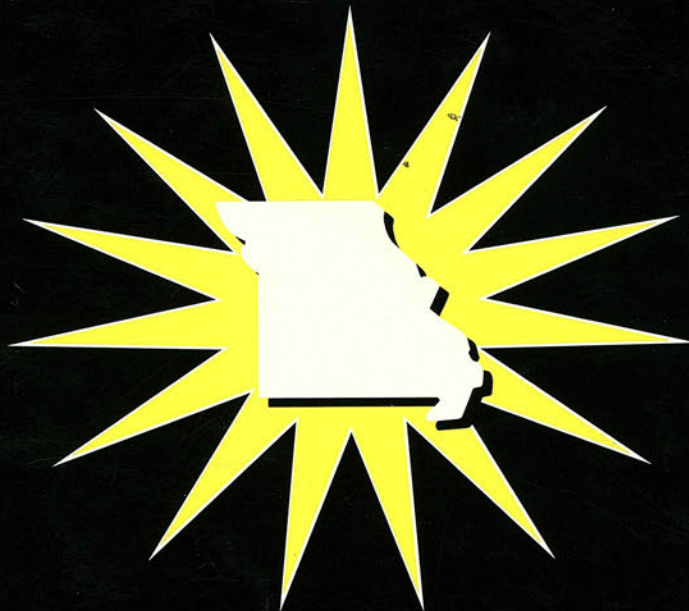
SOCIAL STUDIES

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. principles expressed in the documents shaping constitutional democracy in the United States
2. continuity and change in the history of Missouri, the United States and the world
3. principles and processes of governance systems
4. economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6. relationships of the individual and groups to institutions and cultural traditions
7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

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